# SELF STUDY REPORT

## FOR

## 3rd CYCLE OF ACCREDITATION

## HEMVATI NANDAN BAHUGUNA GARHWAL UNIVERSITY (A CENTRAL UNIVERSITY)

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Submitted To

## NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

## BANGALORE

## October 2023

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

This self-study report, diligently prepared by the Hemvati Nandan Bahuguna Garhwal University, provides a comprehensive account of the University from its inception to its transformative journey which took place through the amalgamation of three government degree colleges, to its conversion into a prestigious institution of higher learning. The up-gradation as a Central University has not only opened doors for the students of this underdeveloped Himalayan region of Uttarakhand to achieve academic excellence but also given it a pan India character by providing accessible and quality education. It is a matter of immense pride that, despite geographical problems, we have a very strong, illustrious alumni base.

This document delves into our remarkable achievements and challenges. It highlights the institution's unique mountain-centric curriculum, offering a diverse range of skill-oriented courses. Innovative teaching methods, supported by technology and mentorship programs, cater to both slow and advanced learners with a supportive learning environment. Commitment towards 'One Himalaya, One Policy' through leading the *Indian Himalayan Central Universities' Consortium* (IHCUC) reflects strong motivation for development of mountain region. The significant emphasis on preserving the region's cultural heritage and producing high-quality research publications are also part of this vision.

Implementation of the New Education Policy (NEP) 2020, integrating multidisciplinary, skill-oriented, and value-added courses to facilitate holistic personality development of students is notable. Despite administrative, financial, budgetary and geographical constraints, our proactive approach has transformed these into opportunities. Fast adoption of online technologies for teaching, learning, meetings, admissions, administration, recruitment, purchases and payments have further intensified the efficiency. University is also committed to expand the pool of international students with enticing courses and building stronger collaborations with alumni, industry, and academia for further academic and research eco system.

The University is pleased to present this report, which embodies its unwavering commitment to transparency, accountability, and exceptional standards in higher education.

**Vision**

To achieve excellence by empowering all stakeholders through promotion of innovations in the field of higher education by imparting  training and education, and encouraging research for the development of the country with specific attention to the mountain region.

**Mission**

To stimulate the academic environment for promotion of holistic learning and research and contribute to the nation's growth. To inculcate values and impart skills for shaping able and responsible individuals committed towards the intellectual, academic and cultural development of society.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

## 1. Community support:

The quest for higher learning and education forced the people from all segments and backgrounds of this region to stage a public movement in 1973 for the establishment of a university in this geographically difficult and remote area. The university, began its journey from a government college and was elevated to a central university in 2009 due to its exceptional academic prowess.

## 2. University ambience and Exclusiveness

The university is situated in the serene lap of the Himalaya. Srinagar Campus is situated on the left bank of river Alaknanda, whereas its extension, Chauras campus is on the right bank. Pauri and Tehri campus are on high altitude surrounded by dense mixed forest rich in wildlife with scenic panoramic beauty. Though the university is located in a remote area, it has never lagged behind in terms of academic excellence at national level.

## 3. Mountain centric curriculum

The distinctiveness of HNB Garhwal University is its mountain centric activities based on curriculum. University offers 121 programmes and 3374 courses through 49 departments of teaching under 11 schools.

## 4. Specific establishments

The university has established field laboratories under HAPPRC, Museum under History and Archaeology, planetarium, centre of Folk and performing Arts and herbarium under the department of Botany which depicts the region specific culture and floral diversity that is worth viewing at national level.

5. **Research and Academic Leadership**: The University has initiated the Indian Himalayan Central University Consortium in 2020 under the vision of '*One Himalaya, One Policy*' The university's dedication to research excellence is evident through the publication of 2000+ quality papers, a high individual "H" index of 42, and numerous funded projects by national agencies in the past five years.

6. **Publication of Journals**: The University publishes three mountain specific academic journals (Journal of Mountain Research, Himalayan Journal of Social Sciences and Humanities and Journal of Tourism) regularly since 2006.

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**Institutional Weakness**

**Management of 3 distantly located campuses with limited resources**

As the university was established with the peoples' movement as a quest for higher learning and education, therefore for socio-political balancing 3 campuses in different geographical locations were established. It is our compulsion to run all the courses in all 3 campuses, which creates difficulty in administrative and financial management

**Shortage of Teaching and Non-Teaching Staff**: The university is actively seeking new faculty and filling various administrative roles on a mission-mode basis. However, the rapid retirement of existing faculty members and administrative staff poses a challenge. Simultaneously, it is hard to retain even the freshly appointed faculty/staff as they move out due to geographical difficulties.

**Financial Limitation**: Maintaining equal facilities; academic, research and non-academic, on each campus is very difficult in view of the broad span of the university and limited financial resources.

**University-Industry Linkage:** In this region there are a limited number of industries which cannot cater to our requirements as per curriculum based on new education policy. Bridging this gap is vital for producing job-ready graduates, emphasizing the need for more extensive collaborations and consultative engagements between educational institutions and the corporate sector to enhance students' practical skills and employability.

**Residential Facilities for Students**:  The existing facilities with 18 hostels having 1620 beds are insufficient to cater to the needs of the huge students' intake (12000).

**Institutional Opportunity**

**Education for All at Minimum Cost**: The University has 49 departments across 11 schools, offering 121 programs ranging from the Indian Knowledge System and Indigenous traditions to cutting-edge Contemporary Professional programs. These offerings come at a remarkably affordable cost, encompassing tuition fees and residential facilities. This approach significantly enhances the prospects of students, ensuring a promising and tailored path towards a successful future.

**Skill Enhancement:** The School of Engineering and Technology, along with programs in Science, Law,

Management, Tourism, Humanities, Social Sciences and Yoga, is dedicated to equipping students with both soft and hard technical skills. The university takes it as an opportunity to work on to designing new courses that enhance communication skills, emotional intelligence, and holistic health, fostering self-reliance and self-sufficiency.

**Entrepreneurship and Innovation:** The School of Agriculture, along with its specialized departments such as HAAPRC, Forestry, Seed Science, Horticulture, and Rural Technology, is actively fostering entrepreneurship in the agro-economy through practical, hands-on training in the field. The innovation cell of the university aims to instill fresh ideas and cultivate innovative activities during their formative years, encouraging creativity and inspiring a spirit of innovation.

**Opportunity to enhance alumni participation University's development:** The alumni base of the university is very strong, having stalwarts such as UGC Chairperson, Vice Chancellors, scientists, politicians and social workers. We take it as opportunity to strengthen our alumni linkage for the benefit of university.

**Online Facilities**: COVID-19 pandemic brought forth new opportunities for us. To develop innovative online systems for teaching, learning, admissions, examinations, and accessing digital resources was a challenge but with the support of the SAMARTH portal and other online platforms this was converted into opportunity. One notable achievement has been the successful implementation of online recruitment process by the university which has significantly reduced our expenses upto Rs 16 lacs.

**Institutional Challenge**

**Administrative Challenges**: Physical distance between the three campuses creates significant difficulties for administrative management. While directors at BGR Campus Pauri and SRT Campus Tehri handle daily administrative tasks, disruptions in communication and connectivity caused by unforeseen disasters occasionally impede seamless operations.

**Optimum Teaching and Learning Ratio:** Achieving an optimum teaching and learning ratio across campuses offering similar subjects, demands a strategic approach. This includes thoughtful curriculum design, effective resource allocation, integration of technology, attention to cultural nuances, and a commitment to maintaining consistent educational standards.

**Retention of Teaching and Non-Teaching Staff**: Recruitment processes for both teaching and non-teaching positions are being expedited through Mission Mode. However, retaining faculty and staff in regions marked by

significant location challenges remains a daunting task.

**Strong Industry linkages:** Despite numerous attempts, establishing strong industry linkages for collaborative research remains limited.

**Residential Facilities:** Providing residential facilities for students, teaching and non-teaching staff, which is highly essential, as per the university' location, presents a significant challenge for the university due to a shortage of funding.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

University has transformed and updated its syllabus adopting both *Choice-Based Credit System* (CBCS) and *National Education Policy* (NEP)to provide thestudents the best options covering both curriculums. With minor modificationsthe UG syllabus has been craftedmeticulously in sync with the guidelines and framework outlined by the UGC to ensure that our curriculum meets the national standards and educational needs.Furthermore, we have taken a proactive approach in revising all programs under the CBCS and NEP framework to address local requirements. Under NEP,as per our strength,we have tried to focuson diversity and multidisciplinary curricula, which is reflected in the program outcomes and course outcomes, designed by us.

As per the mandate of the CBCS and NEP-based curricula, University has placed a strong emphasis on skill development through skill enhancement courses. These skill development coursesare mandatory for all undergraduate andpostgraduate programs, focussing on employability and entrepreneurship. Furthermore, we have integrated 103 programs with courses based on field projects, internships, and hands on experimental learning for enriching the overall educational experience of the students. Further the degree, diploma programs, and various learning-based courses are offeredthrough offline and online mode for active and desired students' participation.Over the past five years, the University has introduced 31.04 percent new courses, demonstrating its commitment for academic excellence and dynamism.

Besidestraditional academic content, our curriculum actively promotes essential cross-cutting themes which include learning human values and professional ethics, fostering gender equality, and raising environmental awareness and sustainability consciousness aligning with specific seven (SDGs).We prioritize feedback as a means of continuous improvement. Insights are gathered from students, faculty, alumni, and employers through diverse online and offline channels. This comprehensive feedback helps in forming tailored action plans, which are implemented in each academic session.

In summary, the University's commitment to delivering world-class education is evident through its adoption of CBCS and NEP, its focus on skill development, and its dedication to addressing regional, national and global challenges through an innovative and comprehensive curriculum.

**Teaching-learning and Evaluation**

Admission to the university is based on national-level entrance exams followed by transparent online counselling administered in an efficient manner to accommodate all. Admissions to professional programmes are conducted strictly based on the rules laid down by theregulatory bodies. According to the government policy, the university offers equal opportunity to all social groups, including reservations and relaxations in eligibility requirements for candidates who are SC/ST/OBC/differently abled or EWS. This ensures representation of various geographic locations and diverse socioeconomic, cultural, and educational backgrounds. The university is located in a hilly area, therefore, it also provides opportunities to the local people for quality higher education. The prospectus of the university is prepared every year describing the courses offered by the university, available seats, reservation policy, fee structure and eligibility criteria for admission. It also includes an academic calendar prepared in accordance with UGC requirements and is closely adhered to by everyone. All departments conduct an orientation programme for newly admitted students to orient and familiarise them with the programme structure, assessment criteria, course content, work to be done and career options along with university culture.

The university has a combination of young and old, qualified and experienced, efficient faculty members ready to accept the challenges. The diversity of learners' backgrounds, skills, and other personal attributes are respected and their unique learning requirements are recognized, nurtured and promoted. The curricula of all courses have components of an amalgam of student-centric methods, use of new technologies and e-resources. Diverse modes of transaction, instructional, interactive, participative, and varied learning experiences are offered to serve the students' needs at the centre. The learning-by-doing approach and flexibility in the instructional design are promoted to cater to the specific learning requirements of the students. Every student is viewed as a learning resource. The focus is on acquiring 21st-century skills that make students ready for the future.

Research culture and Industry experiences are provided which helps in the development of critical thinking and analytical skills among the students. Short-term courses and conferences are organized to give international exposure to the students. Well-resourced library ensures accessibility to books, computer facilities, and the internet for online material for learning. Slow learners are accommodated with additional materials and engagements including peer tutoring whereas advanced learners are encouraged to attend workshops/conferences, competitive events, and assist the faculty members in their work on research projects. Mentorship has been introduced to connect with students, provide guidance and support the students in all learning and stress-related issues for their fullest development.

Learning is enhanced by providing the provisions of LMS and a university repository. Most of the classes are equipped with ICT for interactive learning. The teaching faculty uses various teaching tools, including MOOCs, E-PG Pathshala, SWAYAM, Swayamprabha, YouTube channels, and other modern teaching-learning. methodologies. Continuous assessment is conducted throughout the semester using a variety of ways to help students promote their strengths and work on their weaknesses. Various examination-related tasks have been made easier, more reliable, and automated via the use of IT integration and the evaluation and result declaration takes place in a timely manner.

## Research, Innovations and Extension

The vision and mission of the University, despite geographical limitations, over its five decades of existence have included offering high-quality higher education in the domains of the natural sciences, technology, health, language, humanities and social sciences. In order to foster a research culture among faculty members, scholars, and students, the University has established an adequate framework and provided opportunities to all the

stakeholders. With various research fellows engaged in research and extension projects, the University has 190 qualified Ph.D. supervisors. The University established a Research and Development Center to support the research activities. With an h-index of 422135 research papers are published during last five years. The University's faculties are encouraged to undertake studies that have a social impact or are pertinent to the Himalayan region. Several departments of the University are doing basic and applied research on various aspects of the Himalayan Cryosphere its flora and fauna including high altitudinal medicinal plants in addition to community-based research performed by the various departments of humanities and social sciences. The faculties and students have received numerous accolades for their contributions to science and technology including patents. The research and consulting activities have contributed significantly to attracting funding from numerous national and international agencies, totaling 20 crores during the review period, establishing partnerships with prestigious research institutions, fostering academy-industry interaction, addressing issues of social and national importance, spawning inventions, extending service to social organizations, and most importantly, leading to value addition for faculty and students in the field. 468 Ph.D.'s, representing a substantial number, have been granted over these five years. The University has signed 33 Memorandums of Understanding (MoU) with the institutions of national and international importance for joint research and infrastructure sharing that support exchange programs for teachers, students, and researchers. The University has access to several amenities related to research, including a Planetarium, Greenhouse, Museum, and University Science Instrumentation Centre, among others. Moreover, the University fosters innovations through an active Institutional Innovation Council (IIC) that functions as per the directives of the Ministry of Education (MoE). Through its many community-oriented programs and extension activities aimed at the all-around development of students with the community, the University offers the students the chance to put their theoretical knowledge into practice and become more aware of social issues. The University's active NSS and NCC wings offer extension and outreach connections to society. The volunteers and cadets of these wings also participated in RD Parade & National Integration Camp (NIC). Over the course of a five-year period, more than 3500 students participated in various events, including blood donation, cleanliness campaigns, and social, environmental, and gender concerns. A few professors are also listed on Stanford University's list of the Top 2% scientists in the world. There are also many faculty members in editorial and review teams, editors, and sub-editors of reputable national and international journals. Additionally, several faculties serve on the governing bodies of many international associations and organizations, such as the Fellow of the Royal Entomological Society and the Fellow of the Royal Society of Chemistry. The University also publishes its newsletter, magazine, and journals especially the Journal of Mountain Research, Himalayan Journal of Social Science and Humanities and Journal of Tourism on regular basis.

## Infrastructure and Learning Resources

Improvement of infrastructure as per the wants and needs is a regular exercise in the university. During preparationof Five Year Plan, university seeks proposals from every functional units of the university (academic as well as administrative), prepares the Plan Document and prioritizes these on the basis of available funds. The University has a Planning and Development Board for the invited proposals. In addition, the university has Campus Development Committees for individual campuses that ensure micro-level planning and utilization of the physical infrastructure. During planning for creation of infrastructure needs all the segments of university are kept in mind that includes working as well as residential infrastructure for students, faculty and administrative staff. Expansion in departmental space, students' amenities, hostels, common facilities like community hall and residences for teaching and nonteaching staff has been taken up by the university in last five years. Visualizing the need of the students, a Student Activity Centre housing Senate Hall, Career and Counselling Cell, DSW, Proctor and Warden Offices along with other related centres has been established. In addition, a Student Facility Centre has been established for catering to the needs of students for banking, postal

services, fee deposition, obtaining different documents from university etc. Optimum utilization of the infrastructure is ensured through a composite teaching schedule of various disciplines.

The university has substantially added to its infra-structure in terms of space for class rooms, laboratories, faculty rooms and common facilities during last five years. Majority of the academic departments have been provided with independent space including class rooms, departmental library space, seminar/discussion rooms, individual faculty rooms and separate room for Head of the Department and office space. Department of Drawing and Painting houses an Art Gallery and a Studio whereas the Department of Music has a Music Studio.High Altitude Plant Physiology Research Centre has a field Station at Tungnath (11400 ft.) having an alpine garden and residential facility with a small lab to carry out research work at this station by the research students.

## Student Support and Progression

The HNB Garhwal University continues the Choice Based Credit System (CBCS) in UG and PG programs for the assessment period (2017-18 to 2021-22). The departments have been given autonomy to design their syllabi through Board of Studies (BoS) to enhance the employability skills of students. Considerable curriculum developments have been made, which enables the faculty to perform continuous internal assessment, monitor the performance of the students and make efforts for improvement as required.

In order to provide financial assistance and support to its students, the University provides various types of scholarships, such as, scholarships for SC/ST/OBC students, privately sponsored merit-cum need based scholarships and freeships to the students from economically weaker sections. All the required information is given in the prospectus of the University provided to the students at the time of admission and duly uploaded on its website which is regularly updated to ensure accessibility of all the information on time. Apart from this, there are national level fellowships for higher education offered by CSIR, UGC, DST, NFST, NFOBC, DDT, ICHR, and ICSSR, to motivate meritorious students and facilitate the research work in the University. The University encourages capacity development and skills enhancement initiatives such as soft skills, language and communication skills, life skills, self-employment and entrepreneurial skills and awareness of advancements in technology. The University has various bodies like Anti-ragging Cell and Grievances Redressal Cell to address the grievances of the students. To enhance and expedite the process of research, the University has a system to facilitate timely submission of Ph.D. theses by conducting regular meetings of the BoS.

The University encourages students' participation in co-curricular and extra-curricular activities by organizing seminars, workshops, sports, cultural and other co-curricular activities. Students are encouraged and supported by providing additional academic support, provision of leave, weightage in admission, and prize money to winners and meritorious students. The various Clubs, NSS, NCC, and Sports Board of the University organize sports, cultural, technical, and academic activities for students. The students from NCC and NSS units are selected for Republic Day and Independence Day Parades every year. The University has a Career Counseling and Placement Cell, which facilitates the students to prepare themselves for a highly competitive environment in academia and industry. Additionally, the Cell and the departments make efforts to fetch national and international companies/organizations to the University to interview potential recruits. The University is also providing free coaching of civil services through the Dr. Ambedkar Centre for Excellence (DACE) for SC and OBC students. The number of students finding jobs through campus placement, qualifying NET, SLET, GATE, and other centre and state-level competitive examinations is quite appreciable.

The University has a Students' Union, which puts forth the genuine demands related to students' welfare

before the university and also participates in organizing various activities. Student representatives are part of many important bodies like IQAC, Anti-ragging Cell, and permanent cell of the University. The University has an active Alumni association, which is significantly contributing to the university's growth through meticulously organizing workshops, webinars, and guest lectures. Additionally, the Alumni association boasts a substantial corpus fund and contributes to the infrastructure, further exemplifying their commitment to the University's growth.

## Governance, Leadership and Management

The effectiveness of the functioning of an organization can be gauged by its policies and procedures that guide the University administration in the matters related academics, finance, and human resource planning. H.N.B.Garhwal University has a clearly defined vision and mission. Dr. Yogendra Narain is the chancellor of the University and the Vice Chancellor is vested with the executive powers, which will be exercised in consultation with the institutional bodies. On the other hand, the Registrar of the University will be secretary of various statutory bodies. The Universities is guided by statutory bodies like Academic Council, Executive Council, Finance Committee, School Boards and Board of studies and IQAC. University is dedicated to promoting participative management, organization and administrative decentralization as per the provisions of its Acts and Statutes. Academic and financial administration of the University is carried out in a decentralized manner. Any proposed change in the University Ordinance undergoes wide circulation to ensure stakeholders participation. Decision making process is guided by the Academic Council, Executive Council, and the Finance Committee of the University. On the other hand, the institution also has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression besides various employee welfare measures.

The University had a perspective plan in place that attempts to strengthen various segments, which include teaching and learning, research and development, community engagement, human resource planning and development, and industry interaction. All the institutional bodies work in tandem to facilitate the University to trek on the path towards realizing its perspective plan.

## Institutional Values and Best Practices

The fundamental spirit of the University is summarized by its affirmative role in encouraging students and others to effectively spread the message of compassionate behaviour in their respective spheres of influence within the family, society, nation and beyond. The above objective is being achieved by its efforts to explore mechanisms for ensuring: a gender equitable, environmentally sustainable, disabled friendly, inclusive (culturally, regionally and linguistically), campus to produce and promote law abiding citizens. Regular revisions of curricula to keep it updated, Reasonable Industry Inputs in curricula design; Interdisciplinary Research; Increased Access and Equity to Higher Education; Environmentally Sustainable campus; Employee Welfare measures are devoted to this objective. Setting up of Incubation Centre/Entrepreneurship Development Cell; Academic and Administrative Audit of all available structures; Organising Regional Level Sports and Cultural Events; Required IT Interventions in Administration and Academic Functioning are also being implemented and rigorously planned. University feels responsible towards developing awareness for social issues like gender equity, environmental sensitivity, sustainability, inclusiveness, professional and moral values.

This approach is reflected through two identified best practice. One is devoted to associate the Research and

Development activities of the University with the local community. With an intention to explore new areas of research and to enhance the ability of farmers, the University has been imparting skill and knowledge for propagation of fresh fruits, vegetables and seeds/planting material as per area specific needs of local community to boost their financial conditions. The second-best practice; Sair Salika is an innovative initiative of the University encompassing *Swachh Bharat Abhiyan*. These initiatives are being taken to popularize various unknown tourist destinations, fairs/festivals and events with the message of *'Clean Environment - Responsible Tourism',* with the support of the tourists, local population students, individuals, families as well as tourist groups.

The University's focus on academic, research and extension for development of mountain regions and preservation and promotion of its flora fauna, socio-cultural traditions, languages, economy, environment and empowerment of people, *Lab to Land* programs supports the vision "… *imparting training and education and encouraging research for the development of country with specific attention to mountain regions* and its mission. Its High Altitude Plant Physiology Research Centre (HAPPRC) along with the departments of Rural Technology, Horticulture, Forestry, Zoology, Botany, Pharmacy, Economics, Sociology and Social Work. Political Science, Commerce, Hospitality and Tourism management, History and Ancient History especially focus on assessing the ground level difficulties for improving economic conditions through training, skill development and technology intervention. The Mountain specific distinctiveness of the University, is further high-lighted and boosted with the establishment of *Indian Himalayan Central Universities' Consortium* (IHCUC) of thirteen central Universities of the Indian Himalayan Region and bringing out five policy documents with the sponsorship of Niti Aayog and Ministry of Education, New Delhi.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the University | |
| --- | --- |
| Name | HEMVATI NANDAN BAHUGUNA GARHWAL UNIVERSITY (A CENTRAL UNIVERSITY) |
| Address | NH 58, Badrinath Road |
| City | Srinagar Garhwal |
| State | Uttarakhand |
| Pin | 246174 |
| Website | www.hnbgu.ac.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Vice Chancellor | Annpurna Nautiyal | 01346-250260 | 9412079300 | 01346-252174 | hnbguvc@gmail.com |
| IQAC / CIQA coordinator | R.c. Sundriyal | 01346-251212 | 9412094046 | 01346-252247 | iqac.hnbgu@gmail.com |

| Nature of University | |
| --- | --- |
| Nature of University | Central University |

| Type of University | |
| --- | --- |
| Type of University | Affiliating |

| Establishment Details | |
| --- | --- |
| Establishment Date of the University | 01-12-1973 |
| Status Prior to Establishment,If applicable | |

| Recognition Details | | |
|---|---|---|
| **Date of Recognition as a University by UGC or Any Other National Agency :** | | |
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 03-06-1987 | [View Document](#) |
| 12B of UGC | 14-10-2014 | [View Document](#) |

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

| Location, Area and Activity of Campus | | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. | Programmes Offered | Date of Establishment | Date of Recognition by UGC/MHRD |
| Main campus | NH 58, Badrinath Road | Hill | 25 | 19155.69 | One hundred and twenty | | |
| *Satellite Campus* | *Dr. B. Gopal Reddy Campus, Pauri Garhwal, Uttarakhand* | *Hill* | *25* | *19155.69* | *Forty five* | *23-11-1973* | *24-11-1973* |
| *Satellite Campus* | *Swami Ram Teerth Campus, Badhshaithaul, Tehri Garhwal, Uttarakhand* | *Hill* | *18.16* | *29394.79* | *Fifty three* | *23-11-1973* | *24-11-1973* |
| *Satellite Campus* | *Birla Campus, Srinagar Garhwal, Uttarakhand* | *Hill* | *168.21* | *117269* | *One hundred and twenty* | *23-11-1973* | *24-11-1973* |

# 2.2 ACADEMIC INFORMATION

**Affiliated Institutions to the University**

| Type of Colleges | Permanent | Temporary | Total |
|---|---|---|---|
| Education/Teachers Training | 1 | 39 | 40 |
| Business Administration/Commerce/Management/Finance | 0 | 42 | 42 |
| Universal/Common to All Disciplines | 0 | 10 | 10 |

**Furnish the Details of Colleges of University**

| Type Of Colleges | Numbers |
|---|---|
| Constituent Colleges | 4 |
| Affiliated Colleges | 92 |
| Colleges Under 2(f) | 8 |
| Colleges Under 2(f) and 12B | 8 |
| NAAC Accredited Colleges | 14 |
| Colleges with Potential for Excellence(UGC) | 0 |
| Autonomous Colleges | 1 |
| Colleges with Postgraduate Departments | 10 |
| Colleges with Research Departments | 0 |
| University Recognized Research Institutes/Centers | 0 |

| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | : Yes |
|---|---|

| SRA program | Document |
|---|---|
| NCTE | 103762_5655_4_1685087700.pdf |
| PCI | 103762_5655_6_1685087734.pdf |
| BCI | 103762_5655_8_1685089058.pdf |

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

| Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned | 44 | | | | 90 | | | | 350 | | | |
| Recruited | 10 | 1 | 0 | 11 | 24 | 5 | 0 | 29 | 182 | 69 | 0 | 251 |
| Yet to Recruit | 33 | | | | 61 | | | | 99 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 569 |
| Recruited | 392 | 56 | 0 | 448 |
| Yet to Recruit | | | | 121 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 84 | 26 | 0 | 21 | 9 | 0 | 93 | 35 | 0 | 268 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 3 | 0 | 0 | 15 | 5 | 0 | 23 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

**Distinguished Academicians Appointed As**

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

**Chairs Instituted by the University**

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|---|---|---|---|
| 1 | Nil | Nil | Nil |

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

| Programme | | From the State Where University is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 3664 | 1028 | 0 | 0 | 4692 |
| | Female | 4107 | 420 | 0 | 0 | 4527 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 655 | 627 | 0 | 0 | 1282 |
| | Female | 975 | 450 | 0 | 0 | 1425 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 93 | 0 | 0 | 0 | 93 |
| | Female | 91 | 0 | 0 | 0 | 91 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 1 | 0 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Integrated Programme | From the State where university is located | From other States of India | NRI students | Foreign Students | Total |
|---|---|---|---|---|---|
| Male | 12 | 9 | 0 | 0 | 21 |
| Female | 12 | 3 | 0 | 0 | 15 |
| Others | 0 | 0 | 0 | 0 | 0 |

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

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

**Accreditation Details**

| Cycle Info | Accreditation | Grade | CGPA | Upload Peer Team Report |
|---|---|---|---|---|
| Cycle 1 | Accreditation | B++ | 80.3 | certificate B (1).pdf |
| Cycle 2 | Accreditation | A | 3.11 | NAAC Certificate.pdf |

# 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|---|---|
| Adult Continuing Education And Exten | [View Document](#) |
| Anthropology | [View Document](#) |
| Bio Chemistry | [View Document](#) |
| Botany And Microbiology | [View Document](#) |
| Business Management | [View Document](#) |
| Center For Folk Performing Arts And Culture | [View Document](#) |
| Center For Journalism And Mass Communication | [View Document](#) |
| Centre For Mountain Tourism And Hospitality Studies | [View Document](#) |
| Chemistry | [View Document](#) |
| Commerce | [View Document](#) |
| Computer Science And Engineering | [View Document](#) |
| Defense And Strategic Studies | [View Document](#) |
| Drawings And Painting | [View Document](#) |
| Economics | [View Document](#) |
| Education | [View Document](#) |
| Electronics And Communication Engineering | [View Document](#) |
| English Modern European And Other Foreign Languages | [View Document](#) |
| Environment Sciences | [View Document](#) |
| Forestry And Natural Resources | [View Document](#) |
| Geography | [View Document](#) |
| Geology | [View Document](#) |
| High Altitude Plant Physiology Research Center | [View Document](#) |
| Himalayan Aquatic Biodiversity | [View Document](#) |
| Hindi And Modern Indian Languages | [View Document](#) |
| History Including Ancient Indian History Culture And Archaeology | [View Document](#) |
| Home Science | [View Document](#) |

| | |
|---|---|
| Horticulture | [View Document](#) |
| Information Technology | [View Document](#) |
| Instrumentation Engineering | [View Document](#) |
| Law | [View Document](#) |
| Mathematics | [View Document](#) |
| Mechanical Engineering | [View Document](#) |
| Music | [View Document](#) |
| Naturopathy And Yoga | [View Document](#) |
| Pharmaceutical Chemistry | [View Document](#) |
| Pharmaceutical Science | [View Document](#) |
| Philosophy | [View Document](#) |
| Physical Education | [View Document](#) |
| Physics | [View Document](#) |
| Political Science | [View Document](#) |
| Psychology | [View Document](#) |
| Remote Sensing And Gis | [View Document](#) |
| Rural Technology | [View Document](#) |
| Sanskrit | [View Document](#) |
| Schools Of Agri And Allied Science Life Sciences Earth Science And School Of Science | [View Document](#) |
| Schools Of Humanities And Social Sceinces School Of Arts Communication And Languages Earth Science | [View Document](#) |
| Seed Science And Technology | [View Document](#) |
| Sociology And Social Work | [View Document](#) |
| Statistics | [View Document](#) |
| Zoology And Biotechnology | [View Document](#) |

## Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | HNB Garhwal University is a holistic multidisciplinary institution with eleven schools and |

|  | forty nine Departments of teaching and research. After implementation of New Education Policy, the vision of holistic multidisciplinary institution has been further strengthened by adding various multidisciplinary and interdisciplinary skill and vocational courses. The University has plans to integrate science and humanities students with the STEM learning system. Subjects like Maths, Statistics, Anthropology, Computer science and Defense and Geopolitical studies, are common subjects which can be adopted by different streams. Vocational courses in Computer science, are open to all students of science and humanities. Different value added (Understanding and connecting with Environment, Life skills and Personality Development, Indian knowledge system, Culture, Traditions and Moral Values), ADMC (Nursery Training, Basic Yoga Practices, Indian traditional music and Tour and Travel Operation) and SSD courses are included towards attainment of holistic and multidisciplinary education. Multiple entry/ multiple exit policy is made compulsory in all programs. Research and Development Cell is established to encourage the faculty to promote multidisciplinary research with socially connected issues. Best practices like green campus and community connect are kept in mine while framing NEP 2020. |
|---|---|
| 2. Academic bank of credits (ABC): | The University is registered for ABC and more than 25000 students have opened their account. Approximately 60000 degrees and 12000 marks sheets are uploaded. Foreign Students' Office is established by the university to encourage foreign students. Faculties are encouraged to design different curriculum under NEP within approved framework. Faculty is developing course material for University depository. It has been made mandatory to register for ABS before filling examination form as a best practice. |
| 3. Skill development: | Various discipline specific skill and vocational courses are offered cross streams. Employable courses are LL. B, LL.M., B Ed, B P Ed, M Ed, B Tech, M Tech, BHM, MBA (TTM) PGDTH, MBA PG, Journalism and Mass com, Diploma and B Sc Yogic Science. Value added courses are made compulsory for every UG Student . Each semester is of 20 credits. Vocational course, mostly linked with |

|  | industry/ field visits of 4 credits in 5th and 6th semester, are compulsory. Students can opt various MOOC courses under SWAYAM to earn extra credits. A committee is working on the skill courses to be registered with NSDC. |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The Indian Knowledge system, communication skills and Culture traditions and moral values are included in the curriculum as compulsory courses for all UG students. The curriculum is enriched with language courses Sanskrit, Hindi and Garhwali as core and soft skill. |
| 5. Focus on Outcome based education (OBE): | The University has focused its curriculum with Program specific and course specific outcomes. Teaching with latest scientific tools is conducted in such a way that students successfully achieve the objectives as set in each program outcome. |
| 6. Distance education/online education: | The institution has developed latest tools and techniques for online teaching by using Zoom and Google platform, lecture videos, practical modules, SWAYAM (MOOC) platform, university depositories, etc. |

## Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | NIL |
|---|---|
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | NA |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | NA |
|  |  |

| | |
|---|---|
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | NA |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | NA |

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# Extended Profile

## 1 Students

### 1.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13476   | 10866   | 10931   | 12563   | 12640   |

| File Description | Document |
|------------------|----------|
| Institutional Data in prescribed format | View Document |

### 1.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4353    | 4483    | 4194    | 4191    | 3794    |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

## 2 Teachers

### 2.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 267     | 279     | 271     | 263     | 280     |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

### 2.2

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

**Response: 331**

| File Description | Document |
|---|---|
| Institutional data in prescribed fomat | [View Document](#) |

# 3 Institution

## 3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2696.56 | 2619.40 | 2534.31 | 2790.88 | 2032.21 |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Design and Development

**1.1.1**

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

**Response:**

Founded as a state university on December 1st, 1973, Hemvati Nandan Bahuguna Garhwal University became a major institution of higher learning serving the geographically disadvantaged regions of the state later transformed to Central University in 2009. Since its foundation, the university working on its Vision and Mission has shown a commitment to local and regional development, which is evident in its academic programme, priority areas for research, and other outreach and extension initiatives.

The curriculum of HNB Garhwal University underwent significant enrichment during the academic years 2011-12 and 2015-16. In 2011-12, the (CBCS) was introduced in postgraduate (PG) classes, and this was further expanded in 2015-16 to encompass 100 percent of all undergraduate (UG) and PG programs.To ensure that the CBCS U.Gsyllabus met both national and global educational requirements, the University designed its syllabus as per the UGC proposed curricula frameworkwith minor modifications (20%) to cater to specific regional needs. The curricula includea bouquet of Courses which included Core (CC), Elective (EC), Skill Enhancement (SEC), Generic Elective (GE), Vocational, and Ability Enhancement Compulsory Courses (AECC). Further under the CBCS framework, various ability improving courses addressing local and regional concerns were offered, such as Environmental Education and spoken languages (Hindi, Sanskrit, and local Garhwali). Additionally, the curriculum was enriched with experimental and skill-based learning opportunities, including Fieldwork, Dissertation, Internship, Community Engagement. Traditional Health care system of Uttarakhand including Ayurvedic Medicines offered under MSc pharma Chemistry; Uttarakhand: A regional Analysis under MSc Geography program; Folk Culture of Uttarakhand under M.A (Mass communication); Folk Theatre & Folks Arts of Uttarakhand are some of the courses offered which meets the regional requirements.

To implement National Education Policy 2020 (NEP), and to enrich its curricula as per the present-day requirements, after extensive consultations with stakeholders through group discussions, webinars, and brainstorming sessions, the University finalized its NEP based curricula which was approved in the 16th Academic Council held in 2022. NEP based curricula of the University along with delivering multidisciplinary education adopted Multiple entry and multiple exit system. The NEP- curriculum through equity, access and affordability prioritizes holistic development of the learner by imparting training for critical thinking, life skills and value education, connecting with environment and cultural roots. The integration of local traditional knowledge with national and global educational requirements is also one of the important aspects. In NEP-2020, the course curricula is designed with inter/multidisciplinary, subject specific skill, vocational courses, value added courses (Understanding and connecting with environment, Life skills and personality development, Indian Knowledge system, Culture traditions and Moral values, Communication skill), Additional multi-disciplinary courses

(Nursery Training, Yoga Practices, Folklore and cultural context, Indian traditional music and Tour and Travel Operation, physical education and sports management), Discipline specific elective courses, dissertation, internship and research methodology. For community outreach, cleanliness and environmental protection, a compulsory course of (self and social development) is introduced for all UG students. The strength of its diverse and multidisciplinary curricula, is exhibited in programme outcomes or courses outcomes for the potential learners.

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

**1.1.2**

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

**Response:**

While adopting CBCS system in 2011-12 in Postgraduate (PG) Programs, and in 2015-16 in all Undergraduate (UG) and PG Program, the courses were revised as per the CBCS framework, incorporating Skill Enhancement Course, as a mandatory course in all U.G. programs offered by the University. As a result, courses focusing on employability, Entrepreneurship, and Skill Development were included in U.G. programs. Employability and Skill Development was also extended to all P.G. programs. Under CBCS at both U.G. and P.G. level, some programs were entirely dedicated to offering employability, entrepreneurship, and skill development to the students, such programs were offered by departments of Horticulture, Forestry, Yoga, Agriculture, Commerce, Journalism and Mass Communication, Music, Social Work, Psychology, Biotechnology, Medicinal and Aromatic Plants, Business Management, Pharmacy, Computer Science, and Information Technology. Under the programs offered by Arts, Communication and Languages and Social Sciences departments some specific courses were introduced covering the aspects of entrepreneurship development, skill generation and employability along with aiming to promote personality development and inter personal skills.

In addition to degree courses, Diploma and Certificate programs focusing on skill generation, entrepreneurship, and employability were offered like P.G. Diploma in Tourism and Hoteling, P.G. Diploma in Yogic Sciences, P.G. Diploma in Environmental Management, Advanced P.G. Diploma in Machining, and Certificate course on Mushroom Cultivation. The approach to teaching these courses involved practical learning, fieldwork, dissertations, internships, entrepreneurship programs, and community engagement. In science and engineering programs, both theory and practical courses were given almost equal weightage while in social sciences, management, humanities, and languages programs the emphasis was on fieldwork, dissertations, outreach and internships. All the Ph.D programs were revised with a focus on expanding knowledge about research and publication ethics.

In pursuance to NEP, the University introduced several new courses under different programs that covered employability, entrepreneurship, and skill development aspects, further enriching its curriculum offerings. Under the umbrella of New Education Policy (NEP), the University made it mandatory for all U.G. programs to offer skill enhancement courses related to each core course selected by students, thereby ensuring that employability, entrepreneurship, and skill development were integrated into 100% of its U.G. programs. All the U.G. courses mainly focusing on skill generation, entrepreneurship development and employment generation were revised as per the recent advancements in the subject and as per the NEP framework. The University also introduced various basic skill learning courses aimed at enhancing students' proficiency in languages relevant to their professional fields. Additionally, in alignment with NEP, the University introduced Additional Multidisciplinary Skill Courses (AMDSC) for all the students of the University. Courses offered under the AMDSC included Nursery Training, Yoga Practices, Folklore and Cultural Context, Indian Traditional Music, and Tour and Travel Operation courses, all these courses aim to cater to the local and regional skill development needs.

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

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 31.04

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

Response: 1021

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

Response: 3289

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

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

The University curriculum effectively integrates and promotes essential cross-cutting themes, such as human values and professional ethics, gender equality, environmental awareness, and sustainability. A comprehensive array of programs, courses, and experiential learning opportunities have been meticulously designed, encompassing value-added courses, multidisciplinary skill courses, internships, field excursions, NSS and NCC engagements, community outreach initiatives, and the establishment of a Center for Community Activities and Revival Efforts (CARE). This center has been instrumental in organizing numerous sensitization programs.

Notably, the University has introduced specific initiatives such as "Umang" (University Mission for Awareness on Namami Gange) and "Sair Saleeka," dedicated to fostering awareness and action in the domains of environment and sustainability.

The core values that underpin being a conscientious and well-rounded individual take precedence when structuring courses related to human values and ethics. The University has already implemented a range of courses focusing on human values during the adoption of CBCS, covering areas such as life skills education, value addition, psychology of personality, dynamics of personality and human behavior, spirituality and science, lifestyle and nutrition, among others.

During the implementation of the National Education Policy (NEP), the university has successfully integrated the core principles of NEP. This integration includes the introduction of a multidisciplinary education approach and flexible multiple entry-exit system along with other aspects covering the spirit of NEP. The university now offers a range of value-added courses focused on human values, such as Life

Skills and Personality Development, Hospitality Management, Indian Knowledge Systems, Cultural Traditions, and Moral Values.Additionally, various courses on professional ethics have been added to instill good professional habits in learners, encompassing topics like Professional Ethics and Professional Accounting Systems, Dynamics of Personality and Human Behavior, Applied Ethics, Yoga Ethics, etc.An array of impactful courses addressing gender-related issues have been introduced, further to foster knowledge and sensitivity regarding environmental issues and sustainability, the University offers a multitude of academic courses as part of its curriculum. In year 2012 and 2016, the University introduced a mandatory ability enhancement course, "Environmental Science," for all undergraduate students.

 "Sparsh Ganga Program," initiated by the NSS unit of the University, aimed to clean the Ganga and its tributaries, evolving into "UMANG" (University Mission for Awareness on Namami Gange). The mission engaging the local community with the University have organized outreach programs focusing on environmental conservation, legal literacy, the prohibition of single-use plastics, and the analysis of drinking water quality.

The NEP based curriculum of the Universityprimarily covers different environmental aspects, its conservation and sustainability.  Under the purview of the NEP, the University has introduced a pioneering concept within its curriculum: a mandatory qualifying course for all graduating students called "Self and Social Development Course," worth 2 credits, wherein students are required to engage in social and environmental awareness services.

Overall, the University offers programs that include courses catering to specific Sustainable Development Goals (SDGs) such as Good Health and Wellbeing, Quality Education, Gender Equality, Clean Water, Life below Water, and Life on Land.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**1.3.2**

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

**Response:** 94

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

### 1.3.3

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

**Response:** 52.85

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

Response: 65

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

Response: 123

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

## 1.4 Feedback System

**1.4.1**

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

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

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

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# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 57.22

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9208 | 9426 | 9532 | 9766 | 8965 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5327 | 4875 | 5443 | 5713 | 5477 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Document relating to sanction of intake as approved by competent authority | [View Document](#) |
| Admission extract signed by the competent authority (only fresh admissions to be considered) | [View Document](#) |

**2.1.2**

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

**Response:** 37.85

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

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| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1795 | 1714 | 1750 | 1818 | 1628 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4558 | 4666 | 4719 | 4617 | 4438 |

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

## 2.2 Catering to Student Diversity

**2.2.1**

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

**Response:**

The university conducts an induction program at department or school level for newly admitted students to impart knowledge about the university, its program structure, examination scheme, course materials, and career opportunities. Apart from subjective teaching, the university has also introduced internship programs for students to provide them with the opportunity to gain industry experience. The university has initiated programs to expose students to academic research, which helps in critical thinking and analytical skills.

The library ensures accessibility of books, computers and the internet facilities for online materials for a conducive learning atmosphere. For instance, online webinars, online short-term courses, study materials, case materials designed by the best institutions, and tutorials have helped students to enhance their understanding. The university has introduced several initiatives to develop academic motivation and engagement. Group study sessions have helped students in forming social relationships. Programs like quiz competitions, moot-court, workshops, nukkad-nataks and Saturday dialogues are organised to make learning more interesting.

The University has also implemented innovative techniques to ensure full potential of students. For slow learners, the university offers individualized learning plans to assist them in concentrating on their strengths and weaknesses. A variety of activities such as supplementary classes, specialized study materials, and one-on-one guidance have been incorporated into the learning plans for supporting the slow-learner students. They receive support and direction from their seniors and batch mates who have already mastered the subject by placing them in a group with more experienced students. In most of the departments, teachers are assigned as mentor to each student, especially the slow learners. These activities offer a cooperative learning environment where students may work together to solve problems and share information. Advanced learners are encouraged to attend workshops/conferences and other competitive events.

The faculty members help the PG and research students to critically analyse their field work and publish their articles in renowned peer-reviewed journals. The University also promotes those students who have achieved any recognition from other organizations by giving certificates and recognition. Gold Medals are given to the toppers during the University Convocation. The University has also introduced a mentorship program to connect them with knowledgeable academicians and industry specialists who can give direction and assistance in their further professional development. These mentors train students to comprehend theoretical ideas and apply them in real-world situations.

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

**2.2.2**

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

**Response:** 50.47

| File Description | Document |
|---|---|
| List showing the number of students in each of the programs for the latest completed academic year across all semesters | View Document |
| Certified list of full time teachers along with the departmental affiliation in the latest completed academic year. | View Document |

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

The university is wholeheartedly devoted to creating a vibrant and student-centric educational atmosphere that nurtures comprehensive growth. The institution's dedication to elevating the learning journey is apparent in its diverse approach, incorporating a robust mix of teaching methods and cutting-edge technologies. These methods are deeply ingrained in the curricula of all courses, ensuring that students are at the heart of the learning process. Through diverse modes such as instructional, interactive, and participatory methods, students are actively engaged in their learning journey. This approach not only accommodates various learning styles but also encourages flexibility in instructional design to cater to the unique needs of each learner.

Experiential learning is a hallmark of our educational philosophy. It empowers students to explore course content, processes, and real-world issues by sharing their experiences within collaborative group settings. Here, teachers play pivotal roles as facilitators, guiding and supporting students throughout their learning odyssey. Group discussions and reflections further empower students, equipping them with reflective practices and promoting self-directed learning. Beyond theoretical knowledge, the university also emphasises on developing practical skills and problem-solving abilities among its students.

In view of the current scenario, the university aims to equip its students with critical 21st-century skills, making them ready for the future. We actively embrace technology as a catalyst for effective teaching and learning. ICT tools are seamlessly integrated into the educational landscape, allowing for the communication, creation, dissemination, storage, and management of information. With ICT-enabled teaching practices, including the use of projectors and virtual classrooms, the university ensures that students have access to cutting-edge resources and expertise. Moreover, the university's commitment to e-learning is evident through its extensive use of online resources and modern teaching methodologies. Faculty members leverage platforms like *MOOCs*, *E-PG Pathshala*, *SWAYAM*, and *YouTube* channels to

enhance the learning experience. During the COVID-19 pandemic, online tools like Google Meet, Zoom, and Cisco Webex were used for virtual classes and assessments. The university has even developed its Learning Management System (LMS), streamlining the teaching-learning and evaluation processes. The library, a vital resource hub, offers a wealth of e-resources, including online books and journals. To expand access, digital library resources are available departmentally and remotely via Internet access. The provision of internet and Wi-Fi facilities in hostels further encourages the learning process.

In alignment with National Education Policy, the university is actively promoting blended learning and open educational resources. This repository on the SWAYAM portal invites contributions from faculty members, enhancing access to quality educational content.

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

## 2.3.2

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

**Response:**

The mentorship that students receive at university is important in determining their holistic development, psychological health and future academic success. The university has put in place a strong mentor-mentee relationship that encourages a nurturing environment and makes sure that students have the assistance and direction they require to succeed academically and personally. The mentors are accountable for academic guidance and negotiate the difficulties of their academic programs. They give guidance on effective study techniques and valuable insights into the course material. Mentors also provide personal support to students outside the classroom by listening sympathetically to their problems by establishing a secure environment where mentees may talk about any psychological or emotional difficulties they may be experiencing. Mentors provide career counselling, assisting students in discovering their interests and objectives. Mentors also give their mentees self-confidence and self-belief, which empowers them further. Moreover, they keep track of their mentees' advancement and promptly provide feedback. This process also places a lot of emphasis on dealing with students' psychological concerns. It can be difficult to adjust to university life, and many students experience stress, worry, and home sickness. Mentors provide crucial support, enabling students to speak candidly about their worries and anxieties. Through regular interactions, mentors assist students in developing their resilience and coping skills so that they may successfully handle the demands of university life.

The Mentor-Mentee process is a pillar of the dedication to the all-around development of its students. Students' lives are significantly impacted by the committed efforts of mentors in providing their mentees with guidance, encouragement, and nurturing. It promotes a happy and rewarding experience for students

by addressing both academic and psychological difficulties. It played a constant support during the COVID-19 pandemic when mentors helped in addressing various issues relating to the health, safety, emotional and physiological well-being of the mentees.

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

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 57

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 484 | 484 | 484 | 484 | 484 |

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

**2.4.2**

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

**Response:** 94.26

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

Response: 312

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

**2.4.3**

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

**Response:** 19.02

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

Response: 5078

| File Description | Document |
|---|---|
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:** 29.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 46      | 24      | 14      | 27      | 37      |

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

**2.5.2**

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

**Response:** 0.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26      | 21      | 25      | 23      | 32      |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4353    | 4483    | 4194    | 4191    | 3794    |

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

**2.5.3**

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

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

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

The University is committed to providing high-quality education to its students through various programs (Graduation, Post-graduation, PG Diploma, M.Phil. and Ph.D.) with the availability of excellent resources. University strongly emphasizes maintaining outstanding academic standards, ensuring that the students are equipped with the specific knowledge and skills they need to succeed in their future careers. The institution has adopted outcome-based education (OBE) to a large extent, where the course outcomes (COs), program outcomes (POs), and program-specific outcomes (PSOs) serve as the foundation for the curriculum in view of NEP 2020. All programs of the university have formulated specific, measurable statements that describe what students should know or be able to do, upon completing a program or course. All programs are designed to impart and instill larger abilities, virtues, or traits that students are expected to acquire during their education, such as ethical reasoning, communication skills and critical thinking. The objectives, outcomes and curricular contents are approved by the concerned Board of Studies (BOS) School board and the Academic Council, only when it is found relevant to the local, national, and global needs with well-defined learning outcomes.

The university also ensures that the curriculum and schemes for each program provide a clear overview of the course outcomes and objectives, which are subsequently accompanied by the relevant course contents. The institution makes these learning outcomes and graduate attributes stronger with information on the courses' goals, credits, program's course structure, syllabus, instructions and evaluation plan and their assigned weightage widely known to all the stakeholders, faculty, staff, students, parents, accreditation bodies, and employers through the university website.

All the study programs are structured to promote employability. However, some of the programs may have limited scope for employability but these certainly impart and enhance basic knowledge. The emphasis has been on the development of ICT-based competencies and empowering students to become a productive members of the society. Various innovative pedagogical approaches are adopted by the faculties, looking after the overall well-being of the students to achieve the program-specific outcomes and course objectives. Different activities are also conducted to nurture the competencies of the students in alignment with the course objectives. The institution has integrated these learning outcomes and graduate attributes into its assessment processes. The university actively evaluates using the assessment techniques for assignments, exams, practical, group discussions, projects, etc. that has been designed to measure whether students have achieved the stated outcomes and attributes at the end of the course. The results of these assessment strategies suggests curriculum revision and improvements to better align with the stated learning outcomes and graduate attributes.

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

**2.6.2**

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

**Response:** 74.36

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

Response: 3237

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

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 2.79

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

# Criterion 3 - Research, Innovations and Extension

## 3.1 Promotion of Research and Facilities

**3.1.1**

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

**Response:**

The University updates and reviews its initiatives aimed at the promotion of research time and again. The research scholars, faculty members, and students are encouraged to pursue inter-disciplinary/multi-disciplinary research work. Some of the prominent initiatives in this direction are outlined below:

- The provision of Seed Money to selected new faculty members has been initiated as Faculty Research Grant from the session 2021-2022.
- The faculty members are allowed to use overhead charges from the sanctioned projects to a faculty member by any funding agency for the development of their respective laboratories.
- The financial assistance is also provided for presenting and participating national and international conferences/symposium including the registration fee.
- University fellowship (of an amount Rs. 8000/- per month) is paid to all non-NET research scholars of each department.
- Equipment grant is also provided as per the proposals/requirements received from the departments time to time.

Various areas of research and academic excellence in the University include Information Technology & Computer Science / Engineering, Life Sciences, Sciences, Earth Sciences, Humanities and Social Sciences, Education, Business Administration, Journalism, Law, Pharmaceutical Sciences. With exemplary research and professional environment, the University is home to top-notch researchers and educators withthe award of **468**.

The University has few major central research facilities to promote the research. The 'Analytical Instruments Facility' (Central Research Facility) of the university is available at the department of Instrumentation Engineering-USIC. Various sophisticated instruments for researchers are available in the 'Analytical Instruments Facility' of the university, such as X-ray diffractometer (XRD), scanning electron microscopy with energy dispersive spectrometry (SEM-EDS), Ferroelectric P-E loop tracer and Impedance analyzer. In addition to the this, High Altitude Plant Physiology Research Centre (HAPPRC) is a research center of the university, which supports the research facility, such as high-performance liquid chromatography (HPLC), Gas chromatography (GC), Atomic absorption spectrophotometer (AAS).

Various department of the university are connected to extension activities justifying Lab to land mandate. Rural technology department is extensively engaged in promoting the cultivation technology of mushrooms to the farmers of the remote areas. Similarly, Horticulture and HAPPRC department frequently provides the training to villagers and farmers about agriculture and cultivation of

economically and medicinally important crops.

Moreover, a Nodal Centre of Bhabha Atomic Research Centre (BARC), Mumbai is also established at the Department of Physics at Tehri Campus of the university for radiation measurement in North India. Facilities for the monitoring of atmospheric pollutants and Lighting are also available at Department of Physics, Chauras Campus, Srinagar.

The University is served by a campus wide network based on max speed of 1 Gbps Internet connectivity. A Gateway to National Resources that provides seamless access to the local resources as well as external network connections to national resources like the Shodhganga, Inflibnet and various other international and national journals, e-journalsand e-books available online.The University has a well-equipped central library facility with adequate number of books for all the disciplines and journals to meet out the requirement of research scholars and faculty members of all the disciplines. The central library of the University operates with digital RFID mode to issue the books and the remote access of these to the students through KNIMBUS is also available.

| File Description | Document |
| --- | --- |
| Upload COs for all courses (exemplars from Glossary) | [View Document](#) |
| Upload any additional information | [View Document](#) |

**3.1.2**

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

**Response:** 2.7

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 13.50 | 0 | 0 | 0 | 0 |

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

### 3.1.3

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

**Response:** 0.91

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

Response: 3

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

### 3.1.4

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

**Response:** 81.53

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

Response: 181

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

Response: 222

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

## 3.2 Resource Mobilization for Research

**3.2.1**

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

**Response:** 2230.25

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

**3.2.2**

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

**Response:** 0.24

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

Response: 81

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

## 3.3 Innovation Ecosystem

**3.3.1**

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

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

**Response:**

University has a Research and Development cell (RDC) that provides advisory support in selecting the R&D proposals for implementing R&D activities through analysis of technological trends and identification of thrust areas. The faculty members of the University have achieved remarkable milestones by securing a total of **23** patents, comprising both Indian and International patents and **2135** research papers. These research milestones span across a diverse spectrum of academic disciplines, underscoring the University's commitment to innovation and excellence in various fields. This impressive feat not only demonstrates the University's dedication to fostering research and development but also highlights its global impact. This accomplishment not only elevates the reputation of the University but also contributes significantly to the advancement of science and technology on both national and international fronts.

University has a clear code of ethics documented and being followed. A Ph.D. thesis is first checked for plagiarism with Turnitin software before accepting it for evaluation as per university rules. The university accepts papers that are published in the journals indexed by Scopus and Web of Science including the peer reviewed journals.

Various awareness Programme on Intellectual Property Rights (IPR) were organized by different departments of the university during this assessment period along with IQAC in the collaboration with UCOST, Uttarakhand. The main objective of such programme was to disseminate information about IPR and its benefits including the patent filing process to the faculties and research scholars.

Until recently, traditional Indian knowledge system (IKS) based on centuries long naturalexperiments helped local communities in adapting and mitigating the impact of climatechange and natural disasters and sustainable management of natural resources up to largeextent. High AltitudePlant Physiology Research centre of the universityis disseminating Indian traditional medicinal knowledge to academia, industry and the general public, by conducting ethnobotanical surveys and validating this knowledge by extracting active constituents in various forms and analysing their pharmacological importance by using sophisticatedanalytical tools. They are promoting the bioprospecting of the Himalayan plants, along with theircultivation practices.

Teaching and training of the IKS is regularly performed at the Centre for Folk Performing Arts and Culture that runs **15** courses in the several branches of the indigenous music, dance and drama. In the preceding two years, the department has organized training and documentation workshops on various hues of IKS.

Further, the Museum of Himalayan Archaeology and Ethnography in the Department of History and Ancient Indian History,Culture and Archaeology of the University holds immense significance, serving as a custodian of the rich cultural heritage and historical legacy of Himalaya region. Archaeological artefacts unearthed from various historical sites of Uttarakhand, Himachal and Uttar Pradesh provide invaluable insights into its past, revealing the evolution of civilizations in the region. These relics, ranging from prehistoric tools to medieval sculptures, offer a tangible link to the deep-rooted history of the region, tracing its journey from ancient times to the present day. The ethnographical galleries showcase the vibrant tapestry of Uttarakhand's diverse communities, each with its own ornaments, art, and lifestyle.

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

**3.3.2**

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

**Response:** 57

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

## 3.4 Research Publications and Awards

**3.4.1**

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

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

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

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

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

## 3.4.2

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

**Response:** 6

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

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

## 3.4.3

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

**Response:** 2.46

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

Response: 468

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

Response: 190

| File Description | Document |
|---|---|
| PhD Award letters to PhD students. | [View Document](#) |
| Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |

### 3.4.4

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

**Response:** 6.36

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

Response: 2105

| File Description | Document |
|---|---|
| List and links of the papers published in journals listed in UGC CARE list and | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Link to the institutional website where the first page/full paper (with author and affiliation details) is published | [View Document](#) |

### 3.4.5

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

**Response:** 1.81

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

Response: 598

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

## 3.4.6

*E-content is developed by teachers :*

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

**Response:** B. Any 4 of the above

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

## 3.4.7

**Bibliometrics of the publications during the last five years based on average Citation index in**

**Scopus/ Web of Science**

**Response:** 11.36

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

**3.4.8**

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

**Response:** 43

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

## 3.5 Consultancy

**3.5.1**

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

**Response:** 93.02

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2.61 | 5.19 | 22.51 | 5.98 | 56.73 |

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

## 3.6 Extension Activities

**3.6.1**

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

**Response:**

The University has undergone remarkable initiatives and achievements all centred on fostering holistic development, environmental consciousness, and social responsibility for the benefit of all in diverse contexts.

1. **Induction and Orientation Programs:** Each academic session, our university's various schools organize induction and orientation programs, emphasizing the significance of student engagement with social issues and holistic development. These programs include activities such as theatre, nature walks, photo walks, excursions, cleanliness drives, plantation drives, and women empowerment initiatives.
2. **Promoting Eco-Friendly Lifestyles:** Our university is dedicated to promoting eco-friendly lifestyles. We advocate for public transport, shared vehicles, and bicycle usage. Notably, our campuses are proudly tobacco and plastic-free, with a complete ban on single-use plastics in seminars, workshops, meetings, and convocations. Awareness campaigns also encourage the use of natural fiber-made clothing and folders.
3. **Sustainability through Solar Power:** Our commitment to sustainability is exemplified by our use of solar power. We have installed over **2,580** solar panels with an **856** KW capacity, generating approximately **550** KW of electricity and covering an area of **46,440** sqft.
4. **Social Responsibility and Community Engagement:** Our students actively demonstrate their

social responsibility through cleanliness drives and community engagement programs such as Unnat Bharat Abhiyan, Namami Gange &Spers Ganga, Green Campus Initiatives, and Ek Bharat Shreshtha Bharat. These initiatives not only benefit local communities but also provide opportunities for livelihood and income improvement.

5. **Massive Plantation Drive:** To combat climate change and create employment opportunities, we have launched a massive plantation drive, resulting in the distribution/planting of approximately **556,620** plants across **105** villages, covering **35.4** hectares of land, including university premises and campuses.

6. **Extension Services:** Through extension services, more than **90** community/farmers groups have been deeply involved with various departmental programs over the past five years. Approximately **8,832** individuals have developed skills and capacities in various developmental and environmental aspects.

7. **NSS and NCC Activities:** Our active NSS and NCC Cell organizes socially and ecologically valuable activities such as 'swachhatapakhwada,' 'no discrimination,' 'save girl child,' 'betibachao, betipadhao,' patriotism, yoga camps, Adventure Programs, National Unity Day, and participation in NSS Republic Day Parade, National Integration Camp (NIC), and National Youth Festivals.

8. **Fostering Responsible Citizens:** The Directorate of Student Welfare, with dedicated faculty support, ensures that students participate in activities fostering responsible, socially aware, culturally, ethically, and morally rooted, academically strong, and unbiased citizenship. A significant number of students voluntarily participate in the 'Internship program' for Swachh Bharat Mission, as per MHRD guidelines.

In conclusion, our university's commitment to holistic development, environmental sustainability, and social responsibility is unwavering. We are proud of the positive impact our institution has on our students, our communities, and the world at large. Together, we continue to strive for a brighter and more responsible future.

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

**3.6.2**

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

**Response:** 105

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 13 | 30 | 34 | 14 | 14 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | [View Document](#) |

## 3.7 Collaboration

### 3.7.1

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

**Response:** 35

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

*The institution has adequate infrastructure facilities for*

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

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

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

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

**Response:**

**A. Teaching - learning. viz., Classrooms, laboratories,**

The University has three campuses – BCC Srinagar with extension campus Chauras, SRT Campus, Badshahithaul (Tehri) and BGR Campus Pauri Garhwal. Most of the departments in these campuses have separate well-equipped classrooms and laboratories, faculty rooms, seminar halls, administrative spaces etc. In addition to this, library, hostels, common rooms, auditorium, guest house, canteen , sports and other support facilities, and residences of faculty and administrative staff are also available. The University has a centralised Instrumentation Engineering center established in 1991, which offers access to major analytical instruments, like XRD, SEM, Elipsometer and liquid Nitrogen plant, etc. to all researchers. University also has an alpine research center at Tungnath(3600 msl) which is unique in India.  The university has an Engineering Services section comprising of civil and electrical wings headed by an Executive Engineer to maintain the physical infrastructure of the university.

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

There are 321 classrooms and seminar halls, out of which 94 are ICT enabled.

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

The university has a Folk and Performing Art Centre, an indoor badminton court, climbing wall, Indoor and Outdoor Stadium, Multi-Gymnasium Hall, Volleyball, Basketball and Lawn Tennis Courts, Multipurpose Hall, Table Tennis, Weight Lifting Room, Boxing Ring, Yoga/Judo Hall, Outdoor Sports Facilities with Multipurpose Practice ground of Football, Hockey, Handball, Kho-Kho, Kabaddi and Outdoor Cricket Practice Pitches, for all stakeholder of the University. This infrastructure facilitates students and staff members to maintain their overall health & fitness. Solar energy-powered hostels with mess facility are provided to students. It also has a state of art Auditorium with a seating capacity of 867 people.

**The geo-tagged photos of the same are uploaded to the university website.**

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

### 4.1.2

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

**Response:** 23.14

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 345.11 | 515.62 | 270.24 | 1342.54 | 459.06 |

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The university library has more than 5.5 lac print documents, 15000 e-books, 400 e-journals, and 3 databases. Library automation is one of the significant activities of the university. The Central Library is using KOHA (Version 22.05.08.000) Integrated Library Management Systems (ILMs). The Central Library has also implemented an RFID system integration with KOHA ILMs. The RFID components include a Self-Check KIOSK (Issue/Return/Renew/Enquiry facility), a Book-Drop Station, a Security Gate with CCTV integration, and a Portable handheld reader (Wand) facility for tracking misplaced books. The ILMs is also capable of web-based interface, user interface, and Online Public Access Catalogue (OPAC), which can be accessed globally and round the clock. The ILMs covers all library housekeeping operations such as acquisition, cataloging, circulation, periodicals, spine labels, report generations, etc.

More than 92000 books and 1000 students' data has been migrated into KOHA ILMs of the Central Library. RFID Tags have been pasted on 50000 books so far and 600 RFID Smart Cards have been printed for First Years Students. The Central Library has started RFID-based issue-return process for first year students, and alerts through their emails.

The Library subscribes an adequate number of e-resources (e-books, e-journals, and e-databases), which can be accessed within the IP Ranges of all the libraries without any login credentials. These resources can be accessed remotely (Off Campus Access) and through a single-window search with the help of the KNIMBUS e-Library Platform. The subscribed e-resources of the library system can be accessed through the mobile app (m Library) round the clock worldwide. Plagiarism Detection Software (PDS) such as Turnitin, Check for Plag (CPF), and OURIGINAL (Earlier known as URKUND) are also being subscribed the library.

It has a robust digital facility and ICT infrastructures, including 71 computers, 5 photocopier machines, 1 heavy-duty scanner, 10 printers, 1 server, and 2 centralized UPS 20 KVA and 10 KVA respectively, and a high-end scanning facility that provides rare books, theses, and other documents to be digitized and preserved in machine-readable form. In view of the dissemination of information, proper use of library automation, and e-resources, 60 nodes and 32 noted Local Area Networking (LAN) were installed in Central Library, Srinagar, and Pauri Campus Library, respectively. The faculty and students optimally use the library. From July 2021 to June 2022, 51266 users physically visited the library, whereas 25604 users accessed various e-resources subscribed to by the University Library System. It has uploaded 821 Ph.D. theses into Shodh Ganga Portal.

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

**4.2.2**

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

**Response:** 7.59

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 118.98  | 344.89  | 1.39    | 87.80   | 409.21  |

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

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

HNB Garhwal University has a robust and vibrant IT policy. The policy aims at providing uninterrupted services to all stakeholders. Viz. Faculty, officers, staff and students.

**NMEICT/ NKN project**

Under the National Mission on Education through ICT (NMEICT) policy, sanctioned by the then Ministry of Human Resource Development, now Ministry of Education, Government of India, New Delhi, the University has been granted a *high-speed 1 GBPS connectivity link*. The three campuses are interconnected via IP. Each of these campuses is equipped with a 100 mbps leased line. The Tehri and Pauri campuses lease lines will be activated soon. The purpose of this campus network is to facilitate inter-departmental and campus-to-campus communication, fostering effective collaboration through the 1 gbps connectivity link.

**Objective of NMEICT project: => one network to achieve the following;**

Inter-university closed user groups

Multi-disciplinary research

Collaborative research with other national labs

Virtual class rooms

Data centre resource access

Participation in global research like LHC/ ALLICE

Access to internet and global research network

**Video Conferencing facility**

The project also offers a video conferencing facility that is used to meetings with the organizations such as CIC, MHRD, and UGC. It extends bandwidth and technical support to users of platforms like Swayam, MooC, and NPTEL.

**On Line examination:**

University provides the online entrance examination facilities, using the existing Network. The CUET online examination and entrance exams were conducted with the help of IT facilities available in the University.

**Wi-Fi Facilities:**

Srinagar and Chauras Campuses, are fully equipped with Wi-Fi facilities. *At present approximately 4000 users (Students, Faculty and Staff ) are availing wi-fi facility in Srinagar and Chauras Campuses.* Students residing in hostels have 24/7 access to the internet through Wi-Fi, and the university's website is regularly maintained and updated using the existing Wi-Fi network to ensure that it reflects the latest information and updates.

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

**4.3.2**

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

**Response:** 20.26

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

Response: 665

| File Description | Document |
|---|---|
| Stock register/extracts highlighting the computers issued to respective departments for student's usage | [View Document](#) |
| Purchased Bills/Copies | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**4.3.3**

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

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

**Response:** A. Any 7 or more of the above

| File Description | Document |
|---|---|
| Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copy of the subscription letter for database is essential for Option Research/Statistical Databases | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 10.06

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 271.47 | 282.73 | 82.13 | 315.6 | 323.21 |

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

**4.4.2**

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

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

**Response:**

## PROCEDURE AND POLICY FOR MAINTAINING PHYSICAL ACADEMIC AND SUPPORT FACILITY INFRASTRUCTURES

The maintenance policy of physical infrastructure of the University for Periodic Maintenance, in general, is as per CPWD norms and other special repair/renovation and alteration/addition work plans is as per requirements of the users, subject to the availability of funds and rules for the same. The AMC is being done by the University based on the requirements of the different departments. The USIC department of university provides the facility for analysis of the research samples of students, research scholars and faculties of the university as well as other institutions.

**Maintenance Procedure:**

1. The user/department in need of repair and maintenance work has to register complaint in the engineering office of the university giving the details of the maintenance required.

2. Technical staff visits the site and completes day to-day maintenance tasks as required.

3. To ensure successful completion of the maintenance work a Job Completion Certificate duly signed by the user/Head of the department is obtained.

4. To undertake all the maintenance work the provisions of the GFR are followed. In addition to the above, the University has a separate wing for Sanitation and Housekeeping of the infrastructure and these activities are undertaken on routine basis.

**Utilization of Library:-** Librarian is the officer-in-charge for the Library. Following SOP is followed in Libraries.

1. Every student must procure a library card at the time of admission.

2. The library card can be used for issuing books. The number of books and the time period for retaining the books is followed as per the rules in force.

3. Every student can access online journals and magazines through computer terminals available in the e-Library section.

4. The student must have an identity card and sign in the register upon arrival in the e–Library.

5. All the students are free to use the central reading rooms available in the campus, which are open from 8.00 A.M. to 8.00 P.M.

**Utilization of Laboratories**:

1. All the departments with practical courses have laboratories. In addition, some high-precision equipments are housed in the USIC that is used mainly for research purposes.

2. SOP for handling chemicals and equipments are strictly followed.

3. Assets in the laboratories are properly maintained in the Stock Register as per the Consumable and Non-Consumable items.

4. The unusable equipments/items are written off and disposed of following the standard procedure.

**Utilization of Class Rooms:**

1. Common Classrooms are allotted to different subjects as per student strength and time table, ensuring best utilization of the resources.

2. In most of the departments, separate class rooms for PG are available with ICT facility.

**Utilization of Computers:**

1. The computer lab facilities are available to the departments.

2. Computers are maintained or upgraded from time to time using grants allotted to each department.

**Utilization of Sports and other support facilities:** The facilities available for sports and other support facilities are utilized by the all bonafide students; faculty and staff of the University and can also be hired by outside institutions and organizations.

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

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

**Response:** 8.41

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1075    | 855     | 1387    | 1003    | 765     |

| File Description | Document |
|------------------|----------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |

### 5.1.2

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

**Response:**

**Career Counselling:**

The University has a dedicated Career Counsellingand Placement Cell that serves as the epicenter for all career-related activities. The center has the mandate to cater to the needs of students at every juncture of their academic journey, guiding them from selecting the appropriate courses to mastering interview techniques and securing job placements. This cell operates from the Birla Campus in Srinagar, offering invaluable career guidance and placement support.

The services encompass a wide range of activities, including one-on-one counselling, career-oriented subject selection, and workshops and orientation for fresh students. These workshops provide insights

into various career paths and equip students with essential soft skills. The Career Counselling and PlacementCell also grants access to online job portals, facilitating employment opportunities. Campus placements and off-campus interviews are important features, ensuring ample job prospects for graduates.The placement cell also coordinates with the placement agencies and industries for students' benefit.

**Guidance for competitive examinations through Dr. Ambedkar Centre of Excellence (DACE):**

DACE scheme is initiated by Ministry of Social Justice and Empowerment, Government of India to empower Scheduled Caste (SC) and Other Backward Classes (OBC)students in competitive exams by providing better opportunities for learning, gaining knowledge and excellence through quality coaching, personality development and acquisition of competitive skills so that these additional acquired skills can help them in cracking the civil service and other competitive exams. As DACE is dedicated for coaching and career counselling for the Civil Services/Allied Services Examinations conducted by UPSC/State Public Service Commission and Staff Selection Commission (SSC) therefore the syllabus of coaching and interaction with invited speakers is confined into this direction only.

The overall activities conducted by DACE with the photographs of the smart classroom and learning activities are included in the supporting PDF file.

**UGC SC, ST & MINORITIES REMEDIAL COACHING CELL**

University has set up a Remedial Coaching Cell for SC, ST & Minorities students with the financial assistance from UGC (i) for remedial coaching at UG & PG level (ii) coaching for entry into services (iii) coaching for preparing for NET examination to Scheduled Castes, Scheduled Tribes, and Minority candidates. Admitted students are given coaching and career guidance by the University faculty. Many deserving students have been benefitted by this initiative.

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

**5.1.3**

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

    1.Soft skills

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

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

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

## 5.1.4

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

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

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

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 4.13

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 119 | 85 | 211 | 109 | 108 |

| File Description | Document |
|---|---|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website) | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |

**5.2.2**

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

**Response:** 28.03

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1135 | 1180 | 1170 | 1083 | 1146 |

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

**5.2.3**

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

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

**Response:** 3.05

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

Response: 641

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

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 30

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 6 | 1 | 4 | 12 | 7 |

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

### 5.3.2

**Presence of an active Student Council & representation of students on academic & administrative**

**bodies/committees of the institution.**

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

**Response:**

**Student Council Activity and Students' Role in Academic & Administrative Bodies:**

The students are engaged in the proper functioningand overall development of the University. An active involvement of students results in better decision making from students' perspective therefore, we have an active Students Union, and its elections are held every year. President, Vice-President, Treasurer, Secretary, Joint Secretary are the main office bearers. The office of the Girls' Representative is dedicated to providing more representation to women students. The Students Union also helps in conducting activitieslike NSS, NCC, sports, cultural and educational competitions/events.

It closely works with the office of Dean Students' Welfare, in organizing the Inter-School and Inter-Collegiate Cultural competitions. Besides community service through NSS,it also works for awarenesscampaigns such as 'Ban On Drugs','No Use of Plastics', Anti-ragging, Tree Plantation drives etc. for environmental awareness.

The President and Secretary of the Students'Union are invited asmembers of Admission Committee, Academic Council and Internal Quality Assurance Cell of the Universityand also consulted in all matters related to student welfare. The Students' Union played a commendable role during the Covid-19 pandemic, by spreading awareness about the pandemic, in coordination with the University administration. Every year the office bearers of the Students' Union open a help desk to assist thenewcomersseeking admission in various programmes and courses of the University. The details of the Student Union activities and its role in the University is explicitly depicted in the supporting informationuploaded in the website of the University.

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

**5.3.3**

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

    1. Sports competitions/events
    2. Cultural competitions/events

3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

**Response:** A. All four of the above

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

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:** 5.29

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 1.32 | 3.97 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| List of alumnus/alumni with the amount contributed year-wise | View Document |
| Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer. | View Document |

**5.4.2**

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

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

**Response:**

Alumni play a pivotal role in shaping the vibrant tapestry of educational institutions, serving as the lifeblood that nourishes academic landscapes and encourages growth. Recognizing the significance and possible contribution of the Alumni, the University took proactive measures in establishing Alumni association in various departments and schools. With an aim to seek help for the academic growth, assistance in teaching, knowledge sharing, research collaboration and facilitating placements an Alumni Association was constituted under the Societies Registration Act XXI (1860) on March 3, 2016. Operating under a well-defined Memorandum this association aims to fortify the bond between the University and its alumni for strengthening various enriching activities.

Our distinguished alumni are achievers in diverse fields which has been showcased in the Wall of Fame. Serving as mentors, they play a crucial role in nurturing students' personalities, honing their communication skills, and fostering interpersonal abilities. The successful entrepreneurs not only inspire students but also provide invaluable insights, preparing them for the competitive job market and offering valuable career guidance. These accomplished alumni are also frequently invited to deliver lectures, both within departments and during University convocations, serving as a source of inspiration for our students. Through meticulously organized workshops, webinars, and guest lectures, the association enriches the academic environment on campus. Special events, like "Connecting with Roots," further reinforces the sense of continuity within our academic community. Alumni speakers, like Dr. D. K. Aswal was invited to discuss radiation, nuclear energy, and the environment, and Dr. Bharat Sharma, about job opportunities in Australia, the participation of Alumni like Dr. S.K. Khanduri, Prof. Alok Saklani, Prof. Asha Saklani, Shri Sushil Bahuguna, Mr. Yashpal 'Benam' in informative webinars immensely contributed to enhancing students' understanding of the wider world. The presence of *Padma Shree* Kalyan Singh Rawat *Maiti* in environmental awareness programs is always a great source of inspiration. Some alumni have made significant contributions to the university's infrastructure. Chairperson of Municipal Corporation Pauri as chairperson and later as MLA (Garhwal) donated a staff room and gym equipment worth Rs 8.5 lakh to BGR Campus Pauri. Others have donated Water Purifiers, Sanitary Napkin Vending and Incineration Machines, Computer Lab Cabins, Benches, Dustbins and

plants and flowers. The Alumni association has a substantial corpus fund, totaling over Rs 6 lakh, further exemplifying their commitment to the University's progress.

In summary, the Alumni Association of our University stands as a testament to the enduring bond between the institution and its graduates.

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

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

Congruence of the university's vision, mission, leadership, and governance:

VISION: To achieve excellence by empowering all stakeholders through promotion of innovations in the field of higher education by imparting training and education, and encouraging research for the development of the country with specific attention to the mountain region.

MISSION: To stimulate the academic environment for promotion of holistic learning and research and contribute to the nation's growth. To inculcate values and impart skills for shaping able and responsible individuals committed towards the intellectual, academic and cultural development of society.

University is dedicated to promoting participative management, organization and administrative decentralization as per the provisions of its Acts and Statutes. Academic and financialadministration of the University is carried out in a decentralized manner. Any proposed change in the University Ordinance undergoes wide circulation to ensure stakeholders participation. Decision making processisguided by the Academic Council, Executive Council, and the Finance Committee of the University.

University has School Boards at the School level and the Board of Studies at the department level to deliberate upon the key academic matters. Furthermore, Dean Students Welfare Board, Proctor Board, IQAC, and many other specialised Cells and Centres, each with a well-defined purview helps to carry out the vision and mission. The Administrative officers are delegated withfinancial powers in alignment with the prevailing General Financial Rules (GFR).

Recognizing the crucial role of institutional governance and leadership in aligning with the Vision and Mission, the University remains proactive in seeking avenues to maintain synchronization in these aspects. Following steps have beentaken by the University in this direction:

1. For successful implementation ofthe New Education Policy, cross-functional and allied disciplines in teaching, learning, and resources planning and inter-school faculty exchanges has been facilitated.

2. For decentralized decision-making and efficient administrative function, Directors for different Campuses are appointed.

3. University leadership actively engages faculty, staff, students, and other relevant stakeholders in decision making process for more inclusive and effective governance.

4. Decentralised purchasing authority, following the General Financial Rules, ensures timely procurement of required equipment and facilities for teaching, training and research.

5. Inclusion of Student Union representatives in the decision-making process for ensuring wider participation, transparency and holistic learning and growth of individuals.

6. Promoting revenue generating activities through initiation and execution of the innovative programs going beyond the mandated GOI/UGC measures.

Short term plan includes recruitment and filling up all faculty and non-faculty positions, strengthening student facilities for their skill and knowledge enhancement and long term plan includes working towards converting the University as a centre of excellence with the help of all stake holders.

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

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

**Institutional Perspective Plan:**

The University had a perspective plan in place that attempts to strengthen various segments, which include teaching and learning, research and development, community engagement, human resource planning and development, and industry interaction. All the institutional bodies work in tandem to facilitate the University to trek on the path towards realizing its perspective plan.

**Functioning of Institutional Bodies:**

The University discharges its duties, guided by the University Act, Statutes & Ordinances. This regulatory framework acts as a guiding light in dealing with the matters related to academics and administration. Institutional bodies such as Board of Studies, School Board, Academic Council, Executive Council, Finance Committee provide necessary academic and administrative expertise to the University, in its decision making process. The directions from the Ministry of Education, University Grants Commission, and other regulatory authorities, pertaining to matters that affect the University and its stake holders are thoroughly discussed in the institutional bodies and they are implemented with due diligence. For instance the University adapted the NEP 2020 and made a paradigm shift in its approach

towards attaining teaching and learning outcomes. On the other hand, IQAC is another institutional body that aims at achieving incremental quality changes in the functioning of the University. It collects, analyses the feedback provided by various stakeholders of the University like students, teachers, alumni and takes necessary steps to achieve betterment in the learning outcomes. The Industry-Academia linkages cell of the university also puts its efforts to bridge the gap between the academic discourse and industry expectations, by brining them together through an event called ' Aarohan'. The University also spearheads the initiatives  like 'Unnat Bharath' Abhiyan, 'Sparsh Ganga', 'Sari Salika', in addition to the regular NCC and NSS activities that engage in community service. Moreover the departments of Horticulture, Rural Technology, HAPPRC are active in community engagement.

 **Policies and Procedures:** The effective and efficient functioning of the institutional bodies of the University is also very much visible from its well established policies and procedures. For instance, the University has a well defined research and consultancy policy, which is overseen by the Research and Development Cell. In addition to this there is an ICT policy, IPR policy,  and procedure and policy for maintaining and utilizing physical academic and support facility infrastructure of the university and a policy for continuing existing affiliation.

## Appointment and Service Rules

All the appointments of teaching and non- teaching staff are made in accordance with the UGC regulations, through a complete transparent process. The University also has a well defined procedures/ norms for the appointment of employees other than teachers and academic staff. The promotions of teachers are governed by the UGC regulations, while the performance appraisal of the non teaching staff is done through Annual Performance Appraisal Review (APAR), as per the procedures   Government of India.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Strategic Plan and deployment documents on the website | View Document |

### 6.2.2

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

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

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

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

**Performance Appraisal:** The performance appraisal of the faculty is governed by the relevant UGC Regulations. IQAC of the University serves as the nodal department for compiling the annual data for appraisals. As per the procedure set by the Government of India, every non-teaching employee of the University submits their Annual Performance Appraisal Review (APAR) to their respective Reporting Officer for ranking on performance indicators. The proforma is then submitted to the Reviewing Officer for final grading of the performance. Based upon the grading, career progression and other service benefits are granted to the employees in accordance with the rules.

**Employee Welfare:**Key components of the University's employee welfare system include:

1. Health and Wellness Programs: In addition to the medical reimbursement facility and medical allowances as per the GOI guidelines, the University has initiated following welfare schemes:

1. An Employees' Welfare Fund through which the non-teaching employees are provided financial assistance for medical needs and in events of unfortunate causalities.
2. During COVID-19 pandemic, the University created a fund named 'teaching/ non-teaching employees self-generated emergency relief fund', to provide financial assistance to the family members of the deceased employee.
3. The university also provides fee concession for the wards of teaching and non-teaching staff, pursuing professional courses within the university.

1. Work-Life Balance: In addition to the child care leave, paternal leave provided as per GOI norms, the University encourages employees to utilize campus sports facilities like gymnasium and

stadiums etc.

2. Employee Assistance Programs: University extends financial assistance to faculty members and academic staff/officers to attend national and international conferences, seminars, as per the UGC guidelines on travel grants. Refundable and non-refundable loans are being provided to the regular employees as per GPF rules. Additionally, loans such as House Building/car /computer are available to its regular employees and Children Education Allowance is paid to the regular employees in accordance with the rule.

3. Diversity and Inclusion: The University supports an inclusive culture that celebrates diversity and ensures equal opportunities for all employees, regardless of gender, race, ethnicity, or other characteristics aligning with the GOI norms.

**Career Progression:**

1. Professional Development initiatives to enhance employees' skills and knowledge, by encouraging them to attend seminars/ conferences/ workshops and providing financial assistance for the same.
2. Employees are supported to pursue higher education through educational leave provision.
3. Promotion and Advancement: The University adheres to transparent promotion criteria based on established UGC regulations and Cadre Recruitment Rules for promotion of the teaching and non-teaching staff respectively, ensuring employees are informed about the requirements and available opportunities.
4. Research and Innovation: Research and innovation is promoted through grants, seed funding, and collaborative projects, with the aim of enhancing the institution's academic reputation.

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

**6.3.2**

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

**Response:** 3.31

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 3 | 11 | 0 | 18 | 13 |

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

**6.3.3**

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

**Response:** 25.37

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 100 | 96 | 70 | 46 | 33 |

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

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

**Response:**

**Resource Mobilization Policy and Procedures of the University**

University's Finance Committee collaborates with the administration to mobilize resources. The primary funding sources for the University are grants in aid, student fees, research project funds, utilization of University resources and infrastructure, interest earned on corpus funds, and strategic investments. Additionally, internal receipts are generated through affiliation, exam fee, central instrumentation testing facility charges and guest house charges. These receipts are then utilized to manage the recurring expenditure on water, electricity, outsourced security and manpower.

Efforts are continually being made to augment financial resources and ensure their optimal utilization. Recently, the University diligently pursued funding of Rs. 67.74 crore for a range of Infrastructure Projects and successfully secured the sanction of a loan of ?44.60crore from the Higher Education Funding Agency (HEFA)in April 2022 for infrastructure Projects at Tehri, Srinagar, and Chauras Campus. The Ministry has suggested phased implementation of these Infrastructure projects.

Funds are allocated to expenditure Heads based on the annual budget duly approved by the Finance committee. An internal committee, comprising key stakeholders from academic and administrative backgrounds, oversees the utilization of Capital grant received from the UGC. The committee assesses each department's annual capital asset requirements and allocates the budget efficiently. The fund

allocation aims to ensure a fair distribution across the departments for both operational and capital expenses, promoting effective spending.

University has established an investment committee, responsible for determining the investment avenues for the GPF corpus fund of the employees. It focuses on securing optimal returns by placing the funds in the safest possible financial assets, while adhering to the guidelines of the Government of India and the Finance Committee directives.

Recently, the University has been putting forth efforts to gain additional sponsored projects to enhance departmental facilities and generate revenue through overhead charges. Faculty members are being encouraged to submit more sponsored project proposals to the various funding agencies. Additionally, funds received under government schemes for the specific development purposes, such as DACE, PMMMNMTT for which coordinators have been appointed for fund management and accountability of scheme, is being utilized in a judicious manner. Revenue is also generated from faculty consultancy services, providing an additional source of funding for the University.

All the aforementioned funding sources are utilized in strict compliance with prescribed rules and regulations set by the funding agencies and governing authorities.

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

**6.4.2**

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

**Response:** 12657.56

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 3240 | 2977.46 | 1463.81 | 2237.09 | 2739.2 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure | [View Document](#) |
| Annual audited statements of accounts highlighting the grants received. | [View Document](#) |

**6.4.3**

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

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

**Response:**

University conducts regular internal and external audits. In the internal audit, the University's income and expenditure are annually verified and certified by the internal auditor. The suggestions providedby the internal auditor are carefully consideredfor implementation. The primary objective of the internal audit is to oversee daily financial transactions and to enhance internal controls within the University. To further ensure effective control over financial activities, the University has engaged the services of a Chartered Accountant firm.

There are two types of external audit-Statutoryaudit and Transaction audits conductedby the team sent by theComptroller and Auditor General. The primary focus of astatutory audit is to ensure compliance with accounting standards and principles in the preparation of income, expenditure accounts, and the Balance sheet. Transaction audit involves a thorough scrutiny of accounts and systems adopted by the administration, Schools and Departments of the University. Any recommendations from theaudit team are thenconveyed to the respective Departmentsfor appropriate action. The goal is to leverage the suggestions from the CAG audit team to enhance systems and minimize recurrent errors. Audits for the FY 2021-22 have been completed, with the CAG audit for FY 2022-23 currently underway.

The annual accounts and the financial estimates of the University are prepared by the Finance Sectionalong with the audit report. These arethen laid before the Finance Committee of the University forreview and feedback, before being submitted to the Executive Council for approval.Subsequently, a copy of the annual account, the audit report, and the observations of the Executive Council is submitted to the Court, the Visitor, and the central government ultimately for laying  before both the Houses of the Parliament.

The University's administration issues advisory notification periodically for internal use of departments, incorporating suggestions from the audit team regarding financial rules and regulations.In-house training is also conducted for the staff to enhance understanding of 'General Financial Rules' and 'maintenance of Cash book at departmental level.' Efforts are also made to integrate the suggestions of the audit team to ensure adoption of best accounting practices.

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

## 6.5 Internal Quality Assurance System

**6.5.1**

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

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

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

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

**Response:**

University is unwavering in its pursuit of excellence, guided by the core principle of enhancing quality through collective effort and engagement from all stakeholders. The Internal Quality Assurance Cell (IQAC) of the University plays a key role in ensuring seamless INTEGRATION to achieve continuous quality improvement. IQAC has rigorously implemented a range of practices as per its commitment to quality assurance. Two such central practices are illuminated as follows:

**1. Feedback Mechanism for Academic Excellence:**

IQAC institutionalized extensive feedback system that gathers insights from students, teachers, employers and alumni, focusing on curriculum, teaching, campus, and residential experience. After

carefully analyzing the collected data, the IQAC facilitates meetings with relevant authorities to deal with performance-related issues and provides suggestions for optimal results. This approach plays a key role in rejuvenating academic and administrative environment, by promoting dialogue between stakeholders for developing a roadmap for refinement.

2. **Initiatives for Holistic Development and Progress of Students:**
IQAC plays a pivotal role in guiding and nurturing students. The cell by organizing induction and orientation activities in conjunction with the appropriate departments for students and understanding the significance of mental health incorporates it as a crucial component of the quality improvement process.

IQAC took initiative and institutionalized organizing of events like 'Aarohan', in collaboration with the department of Business Management, to strengthen the Academia-Industry linkages to promote an unconstrained and open exchange of idea and to encourage continual conversation between industry and academia for ensuring its graduates to become industry-ready by coordinating academic programs with industrial demands.

Also, creation of a **Language Lab** that offers a venue for honing linguistic and communicational abilities and fosters the development of well-rounded people, provides a hands-on learning setting where spoken communication skills are improved. The interactive lessons, individualized attention, a flexible learning speed, understanding of phonetic subtleties, voice recording for self-evaluation, and a private learning area that ensures confident and forward-moving linguistic growth are some of the important features.

Some other key IQAC initiatives and contributions:

1. IQAC meticulously gathers data for AQAR, Annual Reports, Self-Study Reports, Action Taken Reports, and publication of Newsletters etc., emerging as a valuable repository of information. This data is further utilized to critically identify areas of improvement.
2. It facilitates events such as lectures, training programs, seminars, workshops, and conferences, empowering stakeholders with updated knowledge and expertise.
3. Facilitates AAA (Academic and Administrative Audit), Green Audit, Green Campus initiatives, etc.
4. Also supports community development programmes.
5. It facilitates the signing of numerous MoUs, deepening the research landscape as well as enhancing the overall academic reputation and advancement of frontiers of knowledge.
6. It ensures consistent participation in NIRF to elevate the University's standing.
7. It facilitates inclusion of SWAYAM courses for enhancement of students' skills.
8. It enforces regulatory compliance for effective University management.
9. It leverages technology and multimedia tools for enhanced learning.
10. It strengthens special cells and centers of the University.

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

**6.5.2**

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

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

**Response:** C. Any 3 of the above

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

**6.5.3**

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

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

**Response:**

Hemwati Nandan Bahuguna Garhwal University (HNBGU) has been actively recruiting since 2017, aiming to enhance its academic and administrative capacities. The university has appointed 6 professors, 16 associate professors, and 93 assistant professors, enhancing its academic landscape and contributing to research and teaching missions. Additionally, 20 individuals have been appointed to non teaching and technical positions, enhancing administrative operations and strengthening support systems. Currently, HNBGU is actively selecting and appointing 155 additional teaching staff and 81 non teaching

personnel. Despite temporary restrictions on guest faculty appointments, the university has brought on five Adjunct Professors.

The university is actively seeking input on its teaching staff and curriculum through a feedback system involving multiple stakeholders. Students, faculty members, alumni, and employers provide valuable insights. The financial power of Campus Directors has been enhanced to Rs 50,000/- in July 2023. The number of affiliated colleges has been reduced to 94 till 2021-22, with 50 Govt colleges de-affiliated by the state government and the rest not applying.

The Central Library at Birla Campus has completed a significant digitization process, converting over 100,000 books into machine-readable Excel format and 25,000 old catalog records. The library has also introduced KNIMBUS software, Plagiarism software, and databases like SCOPUS. However, challenges in purchasing RFID equipment and KOHA software have hindered progress. Currently, the library employs RFID technology and KOHA software, tagging 50,000 books and converting 70,000 records. Library automation has also been initiated in other campuses.

The Birla campus Srinagar and SRT Campus Tehri Garhwal provide free healthcare services to students, faculty, and non-teaching staff. These facilities are operated by a team of doctors and pharmacists, offering regular check-ups and free medication. Over the past five years, over 5000 outpatient consultations have been conducted. The University Health Center has been repurposed as a vaccination center during the COVID-19 pandemic, and efforts are underway to establish a medical health center at the BGR Campus in Pauri. The e-Governance Cell has enhanced the university's operational efficiency and accessibility since its establishment in 2012. Gym trainers have been appointed on an outsource basis, and the language lab in Birla campus started English language proficiency courses from 2022-23.

In addition to this, the University has undertaken several initiatives to enhance quality and augment the higher education landscape.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Provide the link for additional information | View Document |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

The university is deeply committed to ensure equal participation for all individuals, irrespective of their gender. The university's actions are divided into two categories: addressing issues that contribute to gender discrimination and taking preventive measures to safeguard women's safety and equal opportunity with an aim of fostering a gender-sensitive and enabling environment on campus.

**Women-Centric Programs in Curriculum:** The University's commitment to gender equality and empowerment is evident in its curriculum wherein, different schools have incorporated gender sensitization and awareness courses focusing on gender issues and women empowerment.

**Internal Complaints Committee under POSH Act:** The University has an Internal Complaints Committee (ICC) under the Prevention of Sexual Harassment at Workplace Act. This committee meticulously handles complaints related to sexual harassment, ensuring a transparent and accountable process. The ICC is led by a senior faculty member and comprises 50% women members, along with representation from a non-governmental organization, ensuring a balanced and inclusive approach.

**Women's Hostels and Girls' common room:** To provide a secure living space, the university provides female students with separate hostels, promoting a strong sense of community and support. Additionally, the university has a well-furnished Girls Common Room to provide a comfortable space for the female students to attend to their needs.

**Reservation of Girls in Students Union**: The University also promotes gender diversity in student leadership by reserving one seat for female students in the Students Union since 2020.

**Encouragement of Women's Participation in Sports:** The University actively supports female

students' participation in sports and athletic activities for their physical well-being and personal growth.

**Career Counseling and Guidance**: The University has a career counseling cell at each campus which offers comprehensive career counseling and guidance services to all students, including the female students in exploring diverse career paths.

**Women's Studies Centre:** Established in 2011, the Women's Studies Centre (WSC) at HNBGU focuses on empowering women through research, training, and advocacy. The center actively addresses gender-related issues, contributing significantly to fostering a more inclusive and equitable campus environment.

**International Women's Day Commemoration**: Additionally, the university commemorates International Women's Day every year by hosting a week-long series of events including Round Table Conferences, debates, slogan writing competitions, and poster contests focusing on gender issues. Workshops and seminars are dedicated to raising awareness about gender-related matters, nurturing an inclusive environment by promoting understanding of gender issues among students, faculty, and staff.

**Hygienic environment:** The University has installed napkin vending machines and pad incinerators on its campus to provide a hygienic environment for women students.

**Summary**: The initiatives of the university encompass a comprehensive approach to gender equality through incorporating academic, social, and safety measures. for promoting an inclusive and empowering atmosphere by equal opportunities for participation in all activities irrespective of their genders.

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

## 7.1.2

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

**Response:** A. Any 4 or more of the above

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

**7.1.3**

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

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

**Response:**

The University actively promotes eco-friendly practices. The segregation bins, situated strategically throughout the campus, serve as a pivotal tool in encouraging students and staff to participate in responsible waste management at the source. The Color-Coded Segregation makes the sorting process intuitive and efficient. The biodegradable (Organic) Waste Bin is often identified by its green color, in which food scraps, biodegradable packaging, and other organic materials are dumped, paving the way for composting initiatives.

Recyclable materials bins are identified by their bright blue colour. Recyclable materials such as paper, cardboard, plastic, glass, and metal are dumped in these.  By segregating these items, the university contributes significantly to reducing its carbon footprint through recycling programs. The Non-Degradable Waste Bin has a red or gray colour and is used for non-biodegradable waste items, like plastic bags, Styrofoam, and other non-recyclable materials. Proper disposal of these items prevents them from entering landfills, ensuring a cleaner environment.

**Environmental Consciousness:** The presence of these segregation bins not only simplifies waste disposal but also fosters a sense of environmental consciousness among all and helps promote a sustainable environment within the campuses.

**Composting Facilities**: For managing biodegradable waste, the university has composting facilities where organic waste like food scraps, garden waste, leaves and paper products, etc., are turned into compost which is used for landscaping and gardening in the campus.

- **Waste Collection**: To handle non-degradable electronic waste (e-waste) such as old computers, printers, and electronic gadgets, the university has a tendering system where E-waste is usually disposed of through authorized e-waste recyclers.

**Awareness and Education Programs**: The University runs awareness campaigns to educate students, faculty, and staff about the importance of waste segregation, recycling, and responsible waste disposal.

**Collaboration with Local Authorities**: The University collaborates with local municipal authorities for the safe disposal of waste that cannot be managed on-site. This includes working together on landfill disposal and other waste disposal methods.

**Green Initiatives**: The University is committed to sustainability and implementing green initiatives to reduce waste generation, such as encouraging the use of reusable containers, banning plastic and promoting paperless practices as far as possible.

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

## 7.1.4

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

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

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Green audit reports on water conservation by recognised bodies | [View Document](#) |
| Geo-tagged photographs of the facilities. | [View Document](#) |

**7.1.5**

**Green campus initiatives include**

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

**Response:**

The Green Campus Initiative of the university represents a holistic approach to sustainability, with the primary goal of minimizing the institution's adverse environmental impact while fostering a healthier and more sustainable campus environment. Several key components define this initiative:

1. **Restricted Automobile Access**: To combat air pollution and alleviate traffic congestion, the university has implemented policies restricting automobile entry in the Chauras campus. This measure not only curtails pollution but also promotes alternative transportation methods. University buses and ambulances are exceptions, ensuring essential services continue unimpeded within HNB Garhwal University. In SRT campus Tehri and BGR Campus Pauri, only the private vehicles of staff are allowed to manage parking.

2. **Promotion of Eco-Friendly Commuting**: The University actively advocates the use of bicycles and battery-powered vehicles within the campus to reduce pollution and to ensure a healthier lifestyle among students and faculty members.

3. **Pedestrian-Friendly Infrastructure:** The campus features pedestrian-friendly pathways and walkways, encouraging walking as a mode of transportation. These pathways in a very pristine flora decked campus not only enhance safety and convenience for pedestrians, but also make   navigation across campus easy.

4. **Elimination of Single-Use Plastics:** The University has implemented a ban on single-use plastics, urging the adoption of reusable or biodegradable alternatives. This proactive step significantly reduces plastic waste, mitigating its adverse environmental impact.

5. **Green Landscaping Initiatives:** The University actively engages in extensive landscaping efforts, focusing on planting trees and diverse plant species throughout the campus. Beyond enhancing aesthetics, these green spaces contribute to improved air quality, biodiversity, and overall environmental health. BGR Campus Pauri and SRT Campus Tehri are already situated at a high altitude (above 6000 ft), overlapped by dense forest, that imparts a panoramic view of nature.

**In Conclusion:** These initiatives are part of university's broader commitment to establishing a sustainable and eco-friendly campus environment. Their positive effects extend to the well-being of students and staff while aligning with the global goals of environmental conservation and sustainability. Continual assessment and adaptation of these green initiatives are crucial for ensuring alignment with best practices and emerging technologies in the realm of sustainability.

| File Description | Document |
|---|---|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

**7.1.6**

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

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

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

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

| File Description | Document |
|---|---|
| Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Green audit report of all the years from recognized bodies | [View Document](#) |

**7.1.7**

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

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

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

**Response:**

The university has created an environment that is friendly and barrier-free for differently-abled individuals (Divyangjan). This ensures that every student, regardless of their physical or cognitive abilities, is able to access education and campus facilities without any hindrance.

**Accessible Infrastructure:** The University has created an infrastructure to be accessible for individuals with disabilities, like the installation of ramps, wide doorways, and elevators, facilitating smooth mobility for wheelchair users.

**Accessible Transportation**: The University provides accessible transportation facilities, including designated seating for students with mobility impairments.

**Accessible Accommodations:** HNBGU offers accessible accommodations equipped with widened doorways, accessible bathrooms, and amenities tailored to the needs of differently-abled students.

**Accessible Learning Materials**: The University promotes the sharing of learning materials online by teachers, ensuring easy access for all students.

**Dedicated Support Services**: HNB Garhwal University provides extensive support services for students with disabilities, such as offering scribes and human assistance. The library also has designated staff (Mr. Sanjay Kumar Gautham/Mr. Pawan Prakhash) to assist Divyangjan students.

**Accessible Restrooms**: Restrooms across the campus are designed to be accessible, featuring grab bars, lowered sinks, and ample space for wheelchair maneuverability.

**Inclusive Curriculum**: Faculty members are encouraged to adopt inclusive teaching approaches, making their courses accessible to all students. This includes offering alternative assessments and providing additional support for students with disabilities.

**Awareness and Sensitization Programs:** Regular awareness and sensitization programs for both students and staff to create a more inclusive and empathetic campus community, are conducted.

**Legal Compliance**: The University adheres to all relevant disability rights and accessibility laws, ensuring the protection of the rights of differently-abled students.

The University's dedication to providing a friendly, barrier-free environment for differently-abled individuals not only showcases its commitment to inclusivity but also reflects its belief in equal educational opportunities for all students, regardless of their abilities. This environment nurtures a sense of belonging and ensures that every student can pursue their academic goals without limitations.

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

**7.1.8**

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

**Response:**

HNB Garhwal University is dedicated to fostering cultural, religious, communal, and linguistic harmony in society through various initiatives. One of the significant endeavors is the '**Himalayan Heritage Walks**,' which explore the region's history and character. These walks engage the local community and students, showcasing historical sites like the Kynukaleshwar temple and promoting cultural understanding. Additionally, the University's Department of Tourism and Department of History & Archaeology organizes 'Village Walks,' involving students, researchers, villagers, and nature photographers. Apart from this, museum walks are also organized frequently for university and outside school students to impart knowledge of ancient history

To preserve Uttarakhand's folk arts and culture, the University has established a '**Centre for Folk and Performing Arts and Culture**.' The '**Museum of Himalayan Cultural Heritage**' exhibits artifacts depicting tribal culture. Collaborating with Virginia Commonwealth University, the University is creating 3D replicas of ancient artifacts, promoting ancient idol art.

The Tourism Department produced a documentary on Swami Vivekananda's visits in Uttarakhand, establishing the '**Vivekananda Tourism Circuit**.' This initiative gained recognition and was telecasted by Doordarshan by Uttarakhand Tourism Development Council. The University also published a book on this topic. Namami Gange Cell "Umang" organized the **'Himalayan Ninad'** program to enrich cultural exchanges with Himalayan folk artists.

The University celebrated the Ganga River's journey through the book "**Prakriti Path,Ganga Path**," which was recognized and felicitated by the Ministry of Tourism, Government of India. In commemoration of **'Azadi ka Amrit Mahotsav**,' the University organized the '**Vigyan SarvatraPujyate'** program, participating in the nationwide event with a focus on Mahatma Gandhi's visits to Uttarakhand and identifying the '**Gandhi Tourism Path in Uttarakhand.'**

To enhance community participation, the Department of Tourism conducted **skill training** for the managers and personnel of Shri Badrinath Kedar Nath Temple Committee. The '**Sair Salika Programme**' under the Swachh Bharat Abhiyan has been running for six years, involving students in cleanliness initiatives. The University also launched programs like '**Ganga Guide**' and '**Mangal Gayan**' under the 'Earning while learning' spirit.

Amidst the challenges posed by the Covid-19 pandemic, the Tourism Department initiated a **'Walk from home'** campaign via social media. This virtual tour showcased lesser-known tourist destinations, keeping the spirit of exploration alive despite physical restrictions.

HNB Garhwal University's diverse initiatives are meant not only to preserve and promote the region's cultural heritage but also engage the community, students, and tourists, fostering a sense of inclusivity and harmony in Uttarakhand's society.

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

## 7.1.9

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

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

**Response:**

Hemvati Nandan Bahuguna Garhwal University (HNBGU) has taken significant strides in creating awareness among its students and staff regarding their constitutional duties, values, rights, and responsibilities as citizens. The university's emphasis on civic education is aimed at cultivating a community that is responsible, informed, and engaged. Some of the noteworthy initiatives include:

**Celebrations of Constitution Day**: Following the Government of India's directive to observe November 26th as 'Constitution Day,' the university organized a year-long series of events starting from November 26th, 2019. These activities included sensitization workshops, lecture series, debates, and poster competitions, all focusing on constitutional values, duties, rights, and responsibilities. In 2019, the university marked the 70th anniversary of Constitution Day by organizing 12 programs dedicated to these themes.

**Academic Courses:** The curriculum of university includes a range of courses centered on constitutional law, human rights, and civic responsibilities. These courses equip students with a comprehensive understanding of the Indian Constitution, legal systems, and the importance of civic engagement.

**Workshops, Seminars, and Guest Speakers**: The University hosts workshops, seminars, and panel discussions that address constitutional obligations, rights, and duties. Distinguished guest speakers are frequently invited to share their insights on constitutional issues, civil rights, and civic responsibilities. These events facilitate meaningful discussions among experts, academics, and policymakers, providing valuable learning opportunities for students and staff.

**Legal Aid Clinics:** The legal aid clinics focus on constitutional law, civil rights, and public policy. These clinics offer students practical experience by working on real-life cases and providing legal assistance to those in need.

**Civic Engagement Programs**: The University actively promotes civic engagement through initiatives like the National Service Scheme (NSS) and National Cadet Corps (NCC). These programs encourage students to participate in community service, address social issues, and contribute to environmental initiatives.

**Voter Awareness Campaigns**: The University organizes campaigns to raise awareness about the importance of voting. These initiatives encourage students to exercise their right to vote and actively participate in the democratic process.

**Diversity and Inclusion Initiatives**: The University ensures that students and staff have access to resources and support to understand their constitutional rights and obligations. Initiatives such as the **Women's Cell** and the **Women's Studies Centre** contribute to creating a more inclusive environment.

These initiatives underscore the University's commitment to nurturing a community that is not only aware but also actively involved in fulfilling its constitutional duties, values, rights, and responsibilities as responsible citizens.

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

**7.1.10**

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

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

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

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Best Practices-01**

**Research and Extension Programme for Sustainable Development**

**Objectives of the Practice:**

Addressing global food challenges demands comprehensive solutions. The university tackles this by connecting research with communities, exploring new research areas, empowering farmers with skills and knowledge, and ensuring locals have access to fresh produce and planting materials. These initiatives aim to enhance agricultural practices, boost farmers' financial well-being, and improve overall food availability and quality. The Context: Hill farmers are embracing enhanced awareness and exploring new agricultural avenues for economic gains, encouraged by increased media connectivity and changing attitudes. Crop diversification in mountainous regions offers commercial prospects and alternative livelihoods, especially through offseason vegetable and fruit cultivation, floriculture, and medicinal plant industries. University facilitates this transition by organizing technology demonstrations and training programs for farmers and entrepreneurs, promoting the adoption of sustainable Himalayan bio-resource cultivation and conservation techniques. The Practice: Hill farming faces challenges due to limited crop varieties, low and unpredictable agricultural output, and lack of support structures and market access. Addressing these challenges is crucial for the growth of the bio-economy in mountain regions. The adoption of advanced agricultural techniques and the cultivation of medicinal and aromatic plants, as well as high-yielding crop varieties and floricultural enterprises, can enhance farmers' income and create new livelihood opportunities. Scientific intervention is essential to develop appropriate technological support and establish a strong network of agri-enterprise activities. Garhwal University significantly offers extension services and training programs to farmers and students. It has successfully transferred cultivation and conservation technology of medicinal and aromatic plants from laboratories to fields by organizing numerous training programs, workshops in the region. The university, with its action, promotes organic farming, establishes seed production centers, enhances post-harvest processing, and improves storage, ultimately contributing to the sustainable growth of mountain regions. Problems encountered & Resources required: The mountain ecosystems encounter specific challenges and opportunities. Though, it holds significant bioresources, the lack of region-specific technology and expertise hampers growth. Stakeholders focus on medicinal plants, but scarcity of quality planting material, especially for sensitive species, is a major issue. Additionally, it is observed that farmers lack awareness of government schemes and incentives. Evidence of Success: University's training initiative in Uttarakhand educated 3884 villagers (2407 male, 1477 female) from 195 villages about cultivating medicinal and aromatic plants. Approximately 18 hectares of land was transformed, cultivating plants like Kutki, Kuth, Atish, and Vanhaldi. Notably, Ghesh village in Chamoli District emerged as national model for medicinal plant cultivation. Over 300 villagers generate an impressive income of up to rupees ten million annually through these ventures. Problems Encountered and Resources Required: Alpine Bugyals, once abundant with herbal plants, face a crisis due to excessive collection, rendering many species rare or endangered. Illegal harvesting, diseases, and pest issues exacerbate the problem. Stakeholders' preference for cultivating medicinal plants at lower altitudes further threatens these species. Research explores the feasibility of planting crops in lower terrains. Additionally, high-altitude regions lack proper irrigation and essential agricultural tools, hindering sustainable practices. Raising awareness

is imperative to address this pressing issue and conserve the region's biodiversity.

**Best Practices-02**

**'SairSalika' An Initiative towards Responsible Tourism**

**Objectives of the Practice:**

Aiming to facilitate a paradigm shift in tourism, the initiative champions the concept of 'civic travelers'. Through varied activities, it emphasizes vital aspects like environmental preservation and community engagement. This program not only advocates for environmental conservation but also offers avenues for skill enhancement and research exploration. Information dissemination via booklets and documentaries is key, promoting potential tourist spots globally. Furthermore, it emphasizes cleanliness, sanitation, holistic health, incorporating yogic practices, and local cuisine experiences. The Context: Sair Salika, an innovative practice of Garhwal University aligned with Swachh Bharat Abhiyan, promotes responsible tourism. The campaign, led by the School of Management and Tourism, focuses on popularizing tourist spots, fairs, and events with the 'Clean Environment - Responsible Tourism' message. University students actively engage in dissemination. This awareness drive encourages tourists, families, and groups to incorporate cleanliness and environmental protection during their travels, promoting a mindful approach. Sair Salika creates harmony among tourists, local businesses, educational institutions, and administrative units. The Practice: Students of Garhwal University, particularly those from the Centre for Mountain Tourism and Hospitality Studies, are actively engaged in cleanliness campaigns during their educational tours to tourist destinations. This initiative, inspired by the concept of SairSalika, emphasizes not just exploring diverse places, but also fostering a sense of responsibility toward environmental conservation. The university also incorporated SairSalika into its curriculum, launching the campaign at Jaipur's Albert Hall in 2016. Since then, annual cleanliness drives have been organized at various tourist spots nationwide. It focuses on positive activities to mitigate tourism's adverse environmental impact. Taglines like 'Decorate nature, not tease it' promote harmony between nature and tourism, encouraging activities such as polythene eradication, Ganga sanitation, and water conservation. Commercial establishments in cities like Dehradun use SairSalika and Swachh Bharat logos on their bags. This initiative, championing community involvement and academic contributions, has led to impactful programs like 'Uttarakhand Utpaad, Uttarkhand Uphaar' and 'Mahatma Gandhi Paryatan Paripath,' generating significant public awareness and participation. Evidence of Success: The campaign, endorsed by renowned figures like Ruskin Bond and Chandi Prasad Bhatt, featured discussions with mountaineer Bachendri Pal and Lieutenant Commander Vartika Singh, promoting responsible behavior towards mountains. The university introduced Ganga Guide and tourist destination courses, educating guides along the Ganga River about its sanctity and cleanliness. In collaboration with the Uttarakhand Tourism Department, 26 guides received identity cards for conducting tours. During Sair Salika, 229 unemployed youth from various districts of Uttarakhand were trained under the Tourist Destination Guide program, contributing to tourism and environmental awareness in the region. Problems Encountered and Resources Required: The SairSalika Programme, a flagship initiative by the University since 2016, faces significant challenges. Firstly, as an awareness program, it requires substantial financial resources for successful publicity. Secondly, despite appreciation, ensuring the program's longevity is a hurdle. Lastly, the program's effectiveness relies on collaboration among tourism professionals, tourists, hotel and travel industries, locals, and administration, posing coordination challenges. Overcoming these obstacles is crucial for the initiative's sustained impact and success.

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

Nestled in the serene lap of the Himalayas, our university stands as a beacon of knowledge, uniquely attuned to the needs of the hill populations and dedicated to addressing the concerns specific to the Himalayan region. The geographical setting of our university offers unparalleled opportunities for in-depth exploration of the natural environment, which is rich not only in diverse flora and fauna but also steeped in a profound historical, cultural, and socioeconomic identity.

At the heart of our university's vision is the commitment to encourage research specifically tailored to the challenges and opportunities presented by mountainous terrain. Since its inception, every department of university has been steadfastly working towards this vision. Departments like Botany & Microbiology, Zoology, Forestry & Natural Resources, and Environmental Science have earned acclaim for their pioneering work in ecological research, biodiversity studies, and the conservation of natural resources. The Department of Zoology, for instance, has conducted comprehensive biodiversity analyses focusing on fish and avian species, while the Department of Biotechnology delves deep into the microbial diversity of extreme areas using advanced techniques like meta-genomics, the Department of Environmental Science integrates diverse disciplines to study the environment comprehensively.

Central to our mission is the High Altitude Plant Physiology Research Centre (HAPPRC), which tirelessly promotes the cultivation of high altitude medicinal and aromatic plants. Through their efforts, not only have commercially viable models for medicinal plant cultivation emerged, but the center has also established Nature Interpretation Sites, such as *Baniyakund* in district Rudraprayag and *Ghesh* at Chamoli district fostering environmental awareness and enabling field research and germplasm maintenance. Its high Altitude research station located at Tungnath (Altitude 3690 msl) is a unique station working on propagation of the endangered species. The Department of Chemistry works on natural products chemistry, synthetic organic chemistry, nanotechnology, natural dyes and green chemistry, which add to the conservation of the mountain region.

The department of Geology works on climate change affects on the Himalayan cryosphere and interaction between the glaciers and impact of the changes on the freshwater water resources, ecological processes and the mountain land surface (associated hazards etc.) with the high end remote sensing and advanced field-based techniques. It is monitoring glaciers of the Uttarakhand Himalaya to assess the glacier dynamics as well as impact on natural resources and population. Data set are being provided to policy makers in formulating national programmes on water resources, climate changes and mitigation measures. The publication of the faculty and its research scholars has been outstanding. The faculty members often represent their work on climate change and disasters as experts in national news channels.

Department of Rural Technology focuses on harnessing local resources and identifying sectors for technology intervention. Initiatives like mushroom and bee culture not only impart technical knowledge but also empower local communities for income generation sustainably. Cultivation of Local Millets, Ground Nut and Cross Cropping by Seed Science Department is also an important experiential learning. Department of Economics delves into the major economic issues facing the mountainous regions, concentrating on socio-economic research related to agriculture, women empowerment, tribal studies, MSME, poverty, self-employment, and microfinance. Department of Commerce is dedicated to research in Entrepreneurship and Small Business Development.

The Department of Sociology and Social Work and Political Science not only orient students towards socio- political, international issues but their research also highlights the regional and national socio-ecological and human problems and solutions. Preserving the unique socio-political, cultural fabric of the hill region is a vital focus of our doctoral research initiatives therefore, the Department of History & Archaeology conducts archaeological explorations, unearthing the rich historical heritage of Uttarakhand and exhibiting its findings in the 'Museum of Himalayan Archaeology and Ethnography', established in 1980. This museum showcases a plethora of artifacts, including terracotta art, sculptures, manuscripts, coins, paintings, inscriptions, and other ethnographic materials. It is also preserving the cultural heritage through 3 D printing in collaboration with Virginia Commonwealth University, USA. 'Museum of Himalayan Cultural Heritage' houses artifacts of the tribal culture of Uttarakhand. 'Centre for Folk Performing Arts and Culture' promotes folk arts, music, and instruments indigenous to Uttarakhand and the Department of Drawing and Painting exposes students to the intricacies of the 'Garhwal School of Painting' and traditional arts.

The Centre for Mountain Tourism and Hospitality Studies (CMTHS) is dedicated to researching and promoting eco-tourism, pilgrimage, heritage, and adventure tourism, Yoga is devoted to take it to masses, for promotion of mental and physical well-being. Department of Physical Education organizes rallies, runs, and sports activities, encouraging health, sportsmanship, and fitness among the youth, to tap their potential for excellence in sports. Education department works in close collaboration with schools of neighbouring areas for experiential teaching and learning. Our commitment to knowledge dissemination is reflected in the formation of a Registered Society for *Himalayan Action Research and Development*, to conducting seminars and workshops on various mountain-centric aspects (sharadpauri.org). The society also brings out prestigious 'Journal of Mountain Research', a peer-reviewed international journal listed in Web of Science and UGC CARE Group II (jmr.sharadpauri.org)

and 'Himalayan Journal of Social Science and Humanities' (hjssh.sharadpauri.org).

In essence, our university stands as a bastion of mountain-centric research, holistic education, and community connect, ensuring that the unique challenges and opportunities of the Himalayan region are not only studied and researched comprehensively but also transformed into avenues for sustainable development and prosperity.

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

# 5. CONCLUSION

## Additional Information :

Any additional information can be obtained from the University's official website:

https://www.hnbgu.ac.in/home

## Concluding Remarks :

HNB Garhwal University, established in 1973, emerged from a public movement for education in a challenging terrain. In 2009, it was upgraded as a central University due to its academic excellence and societal contributions. Its strength lies in its picturesquely located three campuses in the Alaknanda valley, Srinagar, and high-altitude Tehri and Pauri, offering a unique mountain-centric curriculum across 49 departments and 123 programs. A High Altitude Plant Physiology Research Center, Archaeological Museum, Mountain specific Herbarium, Folk Art Center, the creation of Indian Himalayan Central University Consortium of 13 Central Universities for strengthening 'One Himalaya, One Policy' are some noteworthy examples. Publishing over 2000 papers with high impact factor, publication of journals in Web of Science and UGC CARE, and substantial projects and patents, showcase its dedication to academic excellence and research.

Due to locational disadvantages and physical distance between three campuses, the administrative and financial management of three campuses, with limited teaching and non-teaching staff, accommodation for faculty and student and budgetary constraints pose certain challenges. A limited number of industries in the area makes the implementation of entrepreneurship and pharmaceutical-related courses difficult. However, the University fraternity is trying to turn the forced weaknesses into opportunities by offering courses on Indian knowledge system and indigenous traditions (medicinal and aromatic plants, yoga, tourism, agriculture, linguistics, folk etc). Through courses on enhancing communication skills, emotional intelligence, holistic health and also training for becoming self-reliant at an affordable cost and attracting international students through such courses is notable. Our alumni base is our strength which needs to be reinforced by involving them effectively in mentoring, guidance and endowment funds for University's benefit. COVID-19 pandemic brought forth new opportunities for us to develop innovative online systems for teaching, learning, admissions, examinations, but with support of SAMARTH portal and our online library system we successfully managed these.

Our future plans include effective administrative, financial management and integration of three differently-located campuses, maintaining an optimum teacher-student ratio, retention of recruited faculty and non- faculty, improving accommodation for faculty and students and developing industry-academia linkage for better employability and entrepreneurship.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.3.2 | **Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years**<br><br>Answer before DVV Verification : 99<br>Answer After DVV Verification :94 |
| 1.3.3 | **Percentage of programmes that have components of field projects / research projects / internships during the last five years.**<br><br>1.3.3.1. **Total Number of programmes that have components of field projects / research projects / internships  (without repeat count) during the last five years**<br>Answer before DVV Verification :  103<br>Answer after DVV Verification: 65<br>1.3.3.2. **Total Number of programmes offered (without repeat count) during the last five years**<br>Answer before DVV Verification :  123 |
| 1.4.1 | **Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**<br><br>Answer before DVV Verification : A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website<br>Answer After DVV Verification: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website |
| 2.5.3 | **Status of automation of Examination division along with approved Examination Manual/ordinance**<br><br>Answer before DVV Verification : A. 100% automation of entire division & implementation of Examination Management System (EMS)<br>Answer After DVV Verification: A. 100% automation of entire division & implementation of Examination Management System (EMS) |
| 3.1.2 | The institution provides seed money to its teachers for research (average per year)<br><br>3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**<br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>13.50</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table> |

| 13.50 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|

| 3.2.2 | **Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**<br><br>    3.2.2.1. **Number of research projects  funded by government and non-government agencies during  the last five years**<br>        Answer before DVV Verification :  88<br>        Answer after DVV Verification: 81 |
|---|---|
| 3.3.2 | **Total number of awards received for *research/*innovations  by institution/teachers/research scholars/students during the last five years**<br><br>        Answer before DVV Verification : 75<br>        Answer After DVV Verification :57 |
| 3.4.1 | **The institution ensures implementation of its  stated Code of Ethics for research**<br><br>**The institution has a stated Code of Ethics for research and  the implementation of which is ensured through the following:**<br><br>    1. **Inclusion of research ethics in the research methodology course work**<br>    2. **Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)**<br>    3. **Plagiarism check through sofware**<br>    4. **Research Advisory Committee**<br><br>        Answer before DVV Verification : A. All of the above<br>        Answer After DVV Verification: A. All of the above |
| 3.4.2 | **Total number of  Patents awarded during the last five years**<br><br>        Answer before DVV Verification : 23<br>        Answer After DVV Verification :6 |
| 3.4.6 | *E-content is developed by teachers :*<br><br>    *1. For e-PG-Pathshala*<br>    *2. For CEC (Under Graduate)*<br>    *3. For SWAYAM*<br>    *4. For other MOOCs platform*<br>    *5. Any other Government initiative*<br>    *6. For institutional LMS*<br><br>        Answer before DVV Verification : A. Any 5 of the above<br>        Answer After DVV Verification: B. Any 4 of the above |
| 3.6.2 | **Number of extension and outreach programs conducted by the institution  through organized forums like NSS/NCC with involvement of community year wise during the last five years**<br><br>    3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last** |

**five years.**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 23 | 38 | 42 | 19 | 18 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 30 | 34 | 14 | 14 |

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

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

Answer before DVV Verification :  1351
Answer after DVV Verification: 665

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 417.61 | 477.63 | 520.64 | 836.75 | 825.47 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 271.47 | 282.73 | 82.13 | 315.6 | 323.21 |

    Remark : Values updated considering expenditure incurred on maintenance of physical facilities and academic only

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14 | 3 | 18 | 12 | 7 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6       | 1       | 4       | 12      | 7       |

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**5.3.3**

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

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

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

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**5.4.1**

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 132878  | 397200  | 0       | 0       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1.32    | 3.97    | 0       | 0       | 0       |

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**6.2.2**

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

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

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

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**6.3.3**

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

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

**five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 103     | 100     | 70      | 48      | 35      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 100     | 96      | 70      | 46      | 33      |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3240    | 2977.46 | 1463.81 | 2237.09 | 2739.2  |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3240    | 2977.46 | 1463.81 | 2237.09 | 2739.2  |

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

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

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: C. Any 3 of the above

| 7.1.2 | *The Institution has facilities for alternate sources of energy and energy conservation measures*
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

| | Answer before DVV Verification : A. Any 4 or more of the above<br>Answer After DVV Verification: A. Any 4 or more of the above |
|---|---|
| 7.1.4 | **Water conservation facilities available in the Institution:**<br><br>1. **Rain water harvesting**<br>2. **Borewell /Open well recharge**<br>3. **Construction of tanks and bunds**<br>4. **Waste water recycling**<br>5. **Maintenance of water bodies and distribution system in the campus**<br><br>Answer before DVV Verification : A. Any 4 or more of the above<br>Answer After DVV Verification: A. Any 4 or more of the above |
| 7.1.6 | **Quality audits on environment and energy are regularly undertaken by the institution**<br><br>**The institutional environment and energy initiatives are confirmed  through the following**<br><br>1. **Green audit / Environmental audit**<br>2. **Energy audit**<br>3. **Clean and green campus recognitions/awards**<br>4. **Beyond the campus environmental promotion and sustainability activities**<br><br>Answer before DVV Verification : C. Any 2 of the above<br>Answer After DVV Verification: C. Any 2 of the above |
| 7.1.10 | **The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**<br><br>1. **The institutional Code of Conduct principles are displayed on the website**<br>2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**<br>3. **Institution organizes professional ethics programmes for students,  teachers, administrators and other staff**<br>4. **Annual awareness programmes on Code of Conduct are organized**<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: A. All of the above |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Total expenditure excluding salary year wise during the last five years   (INR in lakhs)**<br><br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 1556.46 | 1948.14 | 1422.15 | 2824.31 | 2269.66 |<br><br>Answer After DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>|  |  |  |  |  | |

| 2696.56 | 2619.40 | 2534.31 | 2790.88 | 2032.21 |
|---------|---------|---------|---------|---------|