



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DESH BHAGAT UNIVERSITY

VILL SAUNTI AMLOH ROAD MANDI GOBINDGARH DISTT FATEHAGARH
SAHIB PUNJAB

147301

www.deshbhagatuniversity.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Desh Bhagat University, Mandi Gobindgarh (u/s 2(f), 22(1) and 12(B) of UGC) came into existence under Punjab Government's Desh Bhagat University Act. The university derives its spirit of foundation from freedom fighter Sr. Lal Singh Ji, late father of Dr. Zora Singh, Chancellor, Desh Bhagat University, who fought for the independence of India and in 1972 his efforts of social work and his services in the struggle for independence were recognized by awarding him with "Tamra Patra" by Govt. of India, hence the name Desh Bhagat was contemplated.

Desh Bhagat University is a multi-cultural, multi-lingual and multi-dimensional University with a vision to impart value based education to the students with a focus to thrive an environment conducive for research, Innovation and Entrepreneurship. The University offers programs in Agriculture Sciences, Hospitality and Tourism, Applied Sciences, Art and Craft, Ayurveda, Fashion Technology, Commerce, Computer Sciences, Education, Engineering, Languages, Law, Management, Nursing, Dentistry and Social Sciences. The University has a sprawling campus spread over 35 acres with state-of-the-art infrastructure including lush green Wi-Fi Campus, AC Class Rooms equipped with latest teaching aids, computer research labs with free and licensed softwares, well-stocked digital libraries, hostels for boys & girls and township for staff members with all modern facilities. The university campus is located on SH-12A, Amloh Road, Mandi Gobindgarh District Fatehgarh, Punjab, India. The university has MOUs with prestigious institutions like IIT-Delhi, IIT-Mumbai, NIT-Jalandhar, Edu.Research, Virtual Labs, Multinational Corporates and various International Institutions to provide best possible exposure and quality education to students in order to make them not only highly successful professionals, managers, entrepreneurs and technologists but also to make them fully responsible and awakened members of the society. Desh Bhagat University is an eco friendly campus and green initiatives like Rain Water Harvesting, Solar Power Plant, Waste Management etc. has been consciously taken to take care of environmental sustainability.

Vision

"To emerge as the country's leading value based educational and professional hub to have transformative impact on society by practicing innovation, patronizing research and shaping global entrepreneurs and leaders"

Mission

ACADEMICS

Offering innovative academic programs and delivering higher education with cutting edge technologies to meet global requirements.

EMPLOYABILITY

Collaboration with industry for development of professional skills and entrepreneurial mind to make students industry ready.

DIVERSITY

Embracing diversification in learning practices in preparing students for active participation in inclusive growth & development of community particularly farmers, villagers and youth.

ETHICS

Providing a strong foundation of values and principles for developing ethical decision making and morality amongst students for sustainable growth & development.

SERVICE

Transforming all sections of society with relevant education, contemporary research, expert consultancy and support for fostering social parity & justice.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths

- Only Private University in state of Punjab with 12(b) status.
- Eco-friendly and green campus.
- State of Art Infrastructure, Excellent Library, Updated Laboratories, Workshops, ICT enabled and Air Conditioned Classrooms.
- Well qualified and experienced faculty members.
- Faculty members are encouraged to participate in Workshops, Seminars, Training programs etc. and also given financial aid.
- Effective mentorships programs to handhold slow learner and transform them into highly competent professionals.
- Adoption & development of blended teaching methodologies, use of MOOCs/SWAYAM and other latest learning management tools to augment the teaching quality.
- Industry focused personality development and soft skills programs for students.
- The university has well established Training & Placement Cell for providing placement and training support.
- Innovation and Entrepreneurship Development Campus Incubator for entrepreneurial skill development and to foster startups.
- Responsive administration which has become more decentralized.
- Excellent extension activities.
- Innovative academic programs.
- Efficient automated ERP mechanism for Academic, Administrative, Financial, Student Management and Examination processes.
- Separate Hostel facility for boys and girls inside the campus
- Accommodation facility for faculty and staff members inside the campus
- Various cultural, technical, sports and academic Clubs & Committees for holistic development of students and to encourage them to pursue their hobbies.
- Value added courses, industrial visit, study tours and field training programs to enrich knowledge base of students.
- The university promotes women empowerment and supports female staff & students in term of finance and other basic facility to the make them independent and self-sustainable.

Institutional Weakness

Weakness

- Academy-industry linkage should be focused upon.
- Need more practical and industrial exposure for faculty members.
- Rational re-organization of faculties is required.
- Number of International students is to be increased.
- More International academic collaboration, student & faculty exchange programs needs to be developed.
- External consultancy needs attention.
- Governance and Management systems and procedures of University require further development.

Institutional Opportunity

Opportunities

- Develop tie-ups with government bodies, NGOs, and corporate enterprises to facilitate industry academia interface and enhance learning.
- Concentrated efforts to increase foreign student intakes.
- Develop relationship with Global Universities seeking collaboration to deepen and widen international collaborations with top universities.
- Offer students more options of studying abroad options in lateral semesters and host more foreign students as a part of exchange program.
- Innovation and Entrepreneurship Development Campus should focus more on encouraging students for entrepreneurial initiatives and faculty to work for innovation and file more patents.
- To focus on employment generation through entrepreneurship.
- To encourage & expand Research opportunities among post graduate and under graduate students through research scholars pursuing Ph.D. in various subjects in the departments recognized as centres for pursuing research.
- To promote Inter-disciplinary research projects and collaboration skills among faculty members and students.
- To bring in the funding from government, NGO's and Corporate sector to foster research activities and development of infrastructure.
- Expansion of University-Society interface for sustainable development.
- Increase in intake of students in specialized departments catering to the needs of the respective core industries.
- Introduce future oriented programs keeping in view of Covid Pandemic and insurgence of New Education Policy.

Institutional Challenge

Challenges

- To utilize the fast-growing, more sophisticated and advanced technical methodologies in teaching and learning processes.
- To meet the requirement of latest professional and technical skill sets to cater growing demands of the industry.
- To balance the need of local rural community with the need to prepare students for national and global competition.
- To bring the university at par with the Global Educational Institutions.
- To proactively handle brain drain problem specifically for students & youth of Punjab.
- To attract dedicated, motivated and highly competent young faculty members in academics.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Desh Bhagat University has 14 faculties and 31 departments offering diverse programs to reach out to a wide spectrum of learners across the globe. The curriculum is devised and implemented taking cognizance of educational policies of the Central and State Government, and the contemporary global needs, while serving the purpose of national development and needs of region. The curriculum is designed and developed through a democratic process in which faculty members and industry experts contribute to the development & revision of the syllabi as per industry needs. The culture of participative decision making, freedom of expression and flexibility fosters the culture of academic liberty and pose an immense scope to bring in innovations in the curriculum to accomplish vision and mission of the University. The dynamic and constantly revamped syllabus helps the institution to cope up with the speedy developments in the various academic fields, scientific and technical innovations, and to meet up the demands of industry, academia and society. The University adopted Choice Based Credit System in 2018 to provide academic flexibility for students. The content and structure of the syllabi are discussed thoroughly by all stakeholder and the decisions taken are implemented through the Board of Studies and Academic Council.

The University Ensures:

- Strict adherence to the Academic Calendar.
- All programmes and courses have well-defined objectives and learning outcomes
- Courses relevant to Gender sensitivity, Professional ethics, Human Values and Community Outreach are integrated in all programmes.
- Communication Skill, Soft Skill development courses are offered to enhance employability opportunities.
- Stakeholders' feedback taken as input for continuous improvement in curriculum.

Teaching-learning and Evaluation

DBU has students from diverse sets of communities, geographical regions with contrast of ethnicity. University embraces every individual and provides adequate support to cater their varied learning needs. The admission to diverse academic programmes & courses in the university are based on (a) merit based on qualifying marks only, (b) merit based on academic marks and entrance test marks, (c) merit based on national level entrance test marks. University ensures Implementation of the Government Reservation Policy (SC/ST/OBC/Divyangjan, etc.) and provision of scholarships for socio-economically weaker students. Teachers

combine traditional teaching methods with use of ICT and other modern teaching aids. Faculty prepares lecture plans and also maintains a record of lessons actually taught in the classroom. University has a dedicated ERP & Learning Management System (LMS) in place that ensures comprehensive coverage of all academic processes like student enrollment, attendance, examination, course plans, study material etc. Every program and course has been assigned with predefined objectives and desired learning outcomes and student-faculty ratio is optimally maintained for better attainment. University conducts proficiency assessments and offers remedial courses, guided self-study courses to support slow learners. Advanced learners are encouraged to engage in scholarly activities. Mentor Mentee system is well placed in all faculties and each student is assigned with a mentor, based on academic background, career orientation, and industry & sector preference of the student. The Internal Quality Assurance Cell conducts quality audit and conducts programmes for improving the quality of teaching. Training & Placement Cell organizes Industrial Visits, Expert Lectures of Industry professionals for exposure and better understanding of students about concepts and industry trends. The evaluation process at DBU is very transparent and students are evaluated through a continuous assessment system, comprising written examinations, presentations, class seminars, projects and assignments. Students can peruse the valued answer scripts for the internal tests, and provision is being made to enable perusal of answer scripts of the final examinations. Results are published online through the ERP and made available for students in their respective ERP login and submit their grievance related to examination. OMR answer sheets are used for all Entrance Examinations.

Research, Innovations and Extension

DBU has a clear vision to promote research and extend technical expertise to contribute in novel academic and industry innovations. The University has a vibrant and focused research cell and all research activities are governed by Research Policy Guidelines. DBU offers M.Phil. & Ph.D. programmes in varied streams. Research scholars have to undergo a rigorous coursework and Research Cell monitor their progression on regular basis. It is mandatory for Ph.D. research scholars to publish minimum two papers before submission of the thesis in the area of their research. The University has signed MOUs with various academic and research oriented bodies like Punjab Technical University, Jalandhar, National Institute of Technology, Jalandhar, and Central Scientific Instruments Organization, Chandigarh for Application based and Interdisciplinary Research, Faculty Exchange & Development Program. University also receives research & project funding from various government and non-government bodies like DST, ICSSR, and AICTE. Seed money is provided to young faculty members to enable them in formulating research proposal for funding. Many faculty members of University serve on editorial board of journals. Universities encourage students to incorporate research culture and write research papers jointly with faculty members.

DBU has established Innovation & Entrepreneurship Development Campus (IEDC) to foster the entrepreneurial skills and attributes in university students and local community members. IEDC has established five incubators ,Technical Business Incubator, Agri & Food Incubator, Design Incubator, Livelihood Incubator, Bio Incubator and organizes various Entrepreneurship awareness camps, Entrepreneurship Development camps and Business Idea camps in collaboration with National Entrepreneurial Network (NEN), Ministry of Micro, Small & Medium Enterprises (MSME), National Small Industries Corporation (NSIC), Entrepreneurship Development Institute of India (EDI) and District Industries Centre (DCI). IEDC supports budding entrepreneurs in establishing their startups and 10 startups has already been initiated in the fields of fashion, Fine Arts, Engineering, Ayurveda, Tourism, Hotel Management and Business Management. IEDC has educated around 7000 students of the university and DBU has adopted five villages of district Fatehgarh sahib and organizes various entrepreneurial awareness camps and extension activities, social welfare programs in these villages. It helps faculty members, students and entrepreneurs in filing patents and idea commercialization.

Infrastructure and Learning Resources

The University has the required infrastructure and learning resources like well-furnished classrooms, Smart board, computer lab, library with reading area, departmental labs, seminar halls and auditorium etc. The campus is Wi-Fi enabled and provides 24/7 internet facility to students and staff members. Every department have well-furnished staff rooms for faculty members to provide an environment conducive for regular and progressive interaction among staff members and also utilized for students counseling, guidance and subject specific queries. We focus upon 360 degree growth of our students. We believe in building physically fit, mentally robust, academically and professionally competent individuals. The University has excellent infrastructure like auditorium, multi-purpose halls, playgrounds for sports and other extracurricular activities including athletics, basketball, cricket, volleyball, football, hockey, tennis, badminton, yoga and meditation, cultural events etc. University has a fully furnished auditorium with 2500 seating capacity, several seminar halls with seating capacity from 100 – 500 persons and ample infrastructure to conduct all types of cultural activities. The University has a fully automated library which houses sufficient number of books of all disciplines, collection of rare books, manuscripts, special reports and large number of e-journals, e-books and subscription with various international agencies like EBSCO, DELNT, DVL Dentistry & Oral Science and AIR INFOTRACK (LAW). Apart from Central Library DBU has six Council Libraries in respective schools to provide better environment and services to course specific students. Each library has adequate number of work stations to facilitate searching/accessing OPAC, e-resources, web browsing and for other academic works.

University campus has Bank, ATM, Hospital, Shops and Cafeteria, Canteen facilities for the convenience of students, staff and visitors. There are seven well furnished hostels (4 girls & 3 boys) accommodating upto 1380 national & international students. Hostel Mess provides hygienic, nutritious meals and offers multiple cuisines to cater varied taste buds of students. The DBU has a fleet of buses for the benefit of staff and day scholars to commute between the cities and campus. Budget for infrastructure, library and other learning resources is earmarked annually based on the recommendations of respective committees constituted for the purpose.

Student Support and Progression

DBU is a student-centric institution and student mentoring and support has always been a primary focus of the University. The student mentoring process starts with the enrollment of student and continues till the completion of their program. Every faculty member is appointed as mentor and assigned with the students. The Information Desk in the Administrative Block provides necessary information for students on all aspects of campus life. The academic calendar and handbook give information on the academic schedule and curriculum. University organizes Industrial trips, Expert lectures of industry/corporate/academics professionals, workshops and National & International seminars/conferences, Alumni Talks, Live Projects, Industry -Institute linkage programs, extracurricular activities, cultural events and also have NCC Air Wing and an active NSS unit in place to provide best exposure and holistic development of students. Medical support and services are made available for students as DBU has a 100 bedded general hospital and a dental hospital inside the campus. Counseling of students is conducted by faculty members, Head of Departments, Directors and Dean Student Welfare to help them and to enhance and groom their personality. Training and Placement Cell ensures hand holding of each student and groom them for better placement opportunities. DBU has a dedicated scholarship branch that helps students in providing information and availing various scholarship schemes. University has a strong mechanism of handling the students' grievance through faculty, committee members and nodal officers of respective committee. Women Grievance Redressal Cell comprises of senior and dedicated faculty members looks after gender sensitive issues and to check 'sexual harassment of women at work places' as per the

directions of UGC. University has anti-ragging committee in place which has male and female faculty members to prevent such conduct and keep an eye on student activities. Students are encouraged to participate in intra and inter-institutional sports competitions and cultural activities. The Alumni Association consists of various Alumni Chapters which contribute significantly to the development of the University. Alumni meets are organized where Alumni share their experiences and guide students. DBU alumni chapters contribute through monetary and non-monetary means for the development of its alma-mater.

Governance, Leadership and Management

DBU has clearly stated vision and mission that are well aligned with its administrative governance. The university follows the hierarchy of leadership to make sure effective organizational working and consistent improvement. University has a democratic and participative management structure that welcomes ideas and suggestions from every layer of workers. The Governing Body of University is the strategic leader and key decision making body that delegates the academic and non-academic decision making powers to all authorities of the Universities consisting of the Vice Chancellor, Pro Vice Chancellor, Registrar, Controller of Examination, Various Deans, Directors, In charges/Coordinators and Heads etc. for better representation and participation of stakeholders - faculty, staff and students are involved in various committees, clubs and programs related to academic and extracurricular activities. University has a strong Human Resource Development and strictly follows the recruitment and service rules as per the given guidelines of the UGC and employees have been provided with all benefits related to working hours PF, ESI, Casual Leaves, Earned Leaves, Medical Leave and Maternity leave etc. University follows annual performance appraisal system to report highlights the strengths and areas of improvement for each faculty and staff member. DBU is a self-financed and State Private University and the main source of revenues for the organization is admission fee. The University has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure. Annual financial statements are audited and are being put up in the Annual General Meeting of the members for approval. The External audit is being done at annual level whereas the internal audits are being done periodically mostly quarterly basis. University has well established Internal Quality Assurance Cell and contributes in reviewing the current status and develops curriculum, programmes, policies and processes to improve quality in teaching and research. Department Review Committee, Curriculum Review Committee, and Stream Review Committee are formed to review and update course curriculum and add new programs. The prime task of IQAC is to devise a system for consistent and conscious improvement in the performance of the university.

Institutional Values and Best Practices

DBU holds a set of values and the commitment of university is shown in the best practices adopted for the development of its students and staff members but also towards the society and nation at large. University is sensitive to gender equity and parity. Sensitization programmes are organized regularly. DBU believes in providing impartial treatment to men and women both and act with no discrimination against women. Safety and security, common room, counseling facilities are provided to females. Women hold top academic and administrative positions of institutions.

Social Community Initiatives and Sustainability is one of the best practices of the university. DBU has adopted five villages of District Fatehgarh Sahib and organizes community engagement programs like blood donation, tree plantation, women hygiene, free medical camps, skill development, kisan mela, awareness camps on social issues like female feticide, right to education, right to information, drug abuse etc for social & economical

welfare of the community. DBU staff & students are awarded by various organizations for their outstanding services and contribution during pandemic lockdown. Staff was trained to make sanitizer and masks that was distributed in the villages free of cost. Sanitization of adopted villages was also done and university provided facility of a 40 bedded hospital to district administration to be used as quarantine centre.

University has 25 KW solar power- plant and has a plan to increase it by 250 KW in near future to meet total power requirement through renewable energy and initiatives like Rain Water Harvesting, Organic Farming, Herbal Garden, and conserve water by using sprinklers for watering plants of various lawns and gardens in the campus has been taken for environmental sustainability. Innovation & Entrepreneurship Development Campus of DBU helps the students and local community in incubation and establishment of startups and also organizes awareness programmes to encourage entrepreneurial initiatives. DBU has adopted Mentor-Mentee system to bring in qualitative difference in the academic performance and instill self-confidence among students. Mentors maintain detailed record of mentees performance and provide academic, psychological and social support to ensure holistic growth of students.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the University | |
|------------------------------------|--|
| Name | DESH BHAGAT UNIVERSITY |
| Address | Vill Saunti Amloh Road Mandi Gobindgarh Disst Fatehagarh Sahib Punjab |
| City | Mandi Gobindgarh |
| State | Punjab |
| Pin | 147301 |
| Website | www.deshbhagatuniversity.in |

| Contacts for Communication | | | | | |
|----------------------------|---------------|----------------------------|------------|------------------|----------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Vice Chancellor | Shalini Gupta | 01765-520572 | 7508812933 | 01765-52052 3 | iqac@deshbhagatu niversity.in |
| IQAC / CIQA coordinator | Puja Gulati | 01765-520564 | 9815935142 | 01765-52052 4 | iqac@deshbhagatun iversity.in |

| Nature of University | |
|----------------------|--------------------------|
| Nature of University | State Private University |

| Type of University | |
|--------------------|---------|
| Type of University | Unitary |

| Establishment Details | |
|---|--------------------|
| Establishment Date of the University | 25-10-2012 |
| Status Prior to Establishment,If applicable | Affiliated College |
| Establishment Date | 31-12-1996 |

| Recognition Details | | |
|--|-------------|-------------------------------|
| Date of Recognition as a University by UGC or Any Other National Agency : | | |
| Under Section | Date | View Document |
| 2f of UGC | 01-09-2014 | View Document |
| 12B of UGC | 12-06-2020 | 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 | Vill Saunti Amloh Road Mandi Gobindgarh Disst Fatehagarh Sahib Punjab | Rural | 35.38 | 106130.2 | One Hundred Fourteen | | |

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

| Type Of Colleges | Numbers |
|---|---------|
| Constituent Colleges | 0 |
| Affiliated Colleges | 0 |
| Colleges Under 2(f) | 0 |
| Colleges Under 2(f) and 12B | 0 |
| NAAC Accredited Colleges | 0 |
| Colleges with Potential for Excellence(UGC) | 0 |
| Autonomous Colleges | 0 |
| Colleges with Postgraduate Departments | 0 |
| Colleges with Research Departments | 0 |
| University Recognized Research Institutes/Centers | 5 |

| | | |
|--|---|-------|
| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | | : Yes |
| SRA program | Document | |
| NCTE | 100740_5287_4_1594461236.pdf | |
| CCIM | 100740_5287_10_1594461957.pdf | |
| PCI | 100740_5287_6_1594462285.pdf | |
| DCI | 100740_5287_5_1594462862.pdf | |
| BCI | 100740_5287_8_1593598125.pdf | |
| INC | 100740_5287_7_1595950356.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 | 69 | | | | 52 | | | | 412 | | | |
| Recruited | 39 | 17 | 0 | 56 | 24 | 19 | 0 | 43 | 135 | 239 | 0 | 374 |
| Yet to Recruit | 13 | | | | 9 | | | | 38 | | | |
| On Contract | 8 | 5 | 0 | 13 | 5 | 4 | 0 | 9 | 19 | 19 | 0 | 38 |

| Non-Teaching Staff | | | | |
|---------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 119 |
| Recruited | 35 | 84 | 0 | 119 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 101 |
| Recruited | 73 | 28 | 0 | 101 |
| 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 19 | 7 | 0 | 7 | 4 | 0 | 7 | 18 | 0 | 62 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 15 | 0 | 19 |
| PG | 20 | 10 | 0 | 17 | 15 | 0 | 124 | 206 | 0 | 392 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 18 | 0 | 35 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 8 | 5 | 0 | 5 | 4 | 0 | 0 | 0 | 0 | 22 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Distinguished Academicians Appointed As

| | Male | Female | Others | Total |
|--------------------|------|--------|--------|-------|
| Emeritus Professor | 1 | 0 | 0 | 1 |
| Adjunct Professor | 0 | 0 | 0 | 0 |
| Visiting Professor | 8 | 5 | 0 | 13 |

Chairs Instituted by the University

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|-------|--|---|---|
| 1 | Department of Business Management Commerce and Economics | S. Lal Singh Chair of Higher Education | Desh Bhagat University |
| 2 | Department of Social Sciences | Acharya Shri Mahapragya Chair of Interfaith Studies | Desh Bhagat University |

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 | 715 | 1178 | 0 | 63 | 1956 |
| | Female | 698 | 338 | 0 | 2 | 1038 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 155 | 348 | 0 | 0 | 503 |
| | Female | 213 | 124 | 0 | 0 | 337 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 11 | 0 | 0 | 0 | 11 |
| | Female | 18 | 1 | 0 | 0 | 19 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 38 | 34 | 0 | 1 | 73 |
| | Female | 138 | 59 | 0 | 0 | 197 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 21 | 144 | 0 | 0 | 165 |
| | Female | 0 | 15 | 0 | 0 | 15 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Pre Doctoral (M.Phil) | Male | 1 | 1 | 0 | 0 | 2 |
| | Female | 1 | 1 | 0 | 0 | 2 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| | |
|--|----|
| Does the University offer any Integrated Programmes? | No |
|--|----|

Details of UGC Human Resource Development Centre, If applicable

| | |
|--|-----|
| Year of Establishment | Nil |
| Number of UGC Orientation Programmes | 0 |
| Number of UGC Refresher Course | 0 |
| Number of University's own Programmes | 159 |
| Total Number of Programmes Conducted (last five years) | 159 |

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|--|-------------------------------|
| Agriculture And Life Sciences | View Document |
| Allied Health Sciences | View Document |
| Ayurveda And Research | View Document |
| Buisness Administration And Hospitality Management | View Document |
| Dental Science And Hospital | View Document |
| Design | View Document |
| Education | View Document |
| Engineering And Applied Sciences | View Document |
| Entrepreneurship And Startups | View Document |
| Information Technology And Library Sciences | View Document |
| Legal Studies | View Document |
| Nursing | View Document |
| Pharmacy Sciences | View Document |
| Social Sciences And Languages | View Document |

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 105 | 106 | 102 | 99 | 101 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of departments offering academic programmes

Response: 38

2 Students

2.1

Number of students year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 1865 | 1339 | 1362 | 1228 | 1362 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 1249 | 1397 | 1212 | 1251 | 787 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 3214 | 3550 | 3520 | 3489 | 2890 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 24 | 31 | 43 | 38 |

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 2213 | 2111 | 1817 | 1779 | 1646 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 473 | 464 | 341 | 248 | 261 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.3

Number of sanctioned posts year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 533 | 522 | 465 | 391 | 418 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 2430 | 2274 | 1980 | 2014 | 2115 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 733 | 673 | 612 | 612 | 643 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

4.3**Total number of classrooms and seminar halls****Response: 16****4.4****Total number of computers in the campus for academic purpose****Response: 1**

4.5

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1687 | 1895.44 | 1684.76 | 1677.99 | 1088.13 |

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The Statutory bodies of the University, Board of Studies (BOS), oversee the content and structure of the curriculum. These committees ensure that the curriculum is structured diligently, pragmatically and proficiently to deliver the desired outcome and ensure optimum relevance. The responsibility of detailed planning rests with the Department Head.

Faculty members from diverse disciplines, industry experts and external academics work together towards designing and development of the curricula. In parallel the institution has the process of updating of the same as per the changing industry specifics. Input from experts from academia, industry, policy- making and established thought leaders is sought, considered and incorporated wherever required and appropriate.

In a nutshell, while deciding upon the course structure. Desh Bhagat University considers -

- The feedback from all the stakeholders of all programs.
- Relevance of the course content in the fast evolving ecosystem
- That the emphasis is laid on optimizing employability of the graduates and making them industry-ready. As per the mission and vision of the university, they are not only are empowered but also develop holistically.
- That the students have the in-depth knowledge of their respective domains along with cross disciplinary functionality to work in multi –disciplinary-teams.
- The curriculum should be a precise answer to the needs of the industry; hence be oriented towards rapidly evolving industry specifics.
- The output of instructional design & development is documented in the form of a report named “Curriculum and Scheme of Courses”. The design output report includes: Program Educational Objectives, Scheme of courses , the detailed syllabi Instructional strategies, Assessment ,evaluation and Course Learning Outcomes
- Desh Bhagat University also puts a lot of premium on maintaining congruity between local, regional, national and global needs and the Program Educational Objectives, Program Outcomes and Course Learning Outcomes.
- Considering the criticality of entrepreneurship in the socio economic development of the country, the same has been integrated in all the programs across the disciplines. Innovation, design thinking, creativity, experiential learning are encouraged via live projects, DIY, industry exposure and field trips.
- The University lays a lot of emphasis on social impact of education and the curriculum contents are decided and well-deliberated to make sure that the well laid out Curriculum remains a quintessential part of the delivered outcome.
- The university promotes online education to the students such as Google class rooms, webinars,

online meetings so as to facilitate the students with latest and advanced teaching learning material.

- Besides to make the graduates well rounded professionals, it is ensured that the course content also includes coherent strands of critical thinking, analytical reasoning, problem solving and communication skills and that these are subtly integrated into the academic and extra-academic transactions of Desh Bhagat University.
- In order to develop outcomes of the programs, focus is on what the students will be able to do by the end of the course or program. The outcomes are programme as well as course specific and are designed as per local, national and global needs.

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

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

Response: 7.23

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

Response: 40

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

Response: 553

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

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

Response: 25.21

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 203 | 1088 | 264 | 255 | 600 |

| File Description | Document |
|--|-------------------------------|
| Programme/ Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.2 Academic Flexibility

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

Response: 6.01

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

Response: 575

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

Response: 9566

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/BOS meeting | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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

Response: 35.24

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

Response: 37

| File Description | Document |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.3 Curriculum Enrichment

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

Response:

The University has incorporated the elements of environment- sustainability, human values, ethics, psychological perspectives related to emotional intelligence, self and personality in all the programs. These are taught to the students across all the streams and levels. The in-house experts counsel the students to shape them into well -rounded personae. Any behavioral aberrations are looked into and resolved. Considerable stress is given to develop emotional intelligence.

The course of Environment sustainability includes climate change, carbon footprints, water footprints, management of greenhouse gases at sources and sinks, concept of sustainability with reference to energy source and generation, future energy sources; and sustainable use of natural resources. The students are also given assignments in the related areas, enabling them to research the current trends and appreciate the application of sustainable approaches, across the globe.

At the end of the course, the student is expected to be able to correlate major local, regional and global environmental issues with changes in global ecology and human health; be able to define the consumption patterns and conservation strategies along with the skill to leverage opportunities of conservation of energy and renewable energy resources.

In context of Human Values, Gender Sensitization and Professional Ethics, the courses are designed to facilitate students in understanding the interplay between, psychological, ethical and economic principles in governing human behavior. The course is designed to help the students to understand the basic principles and acquaint them with the major perspectives in psychology of human mind and behavior and to provide an understanding about the how ethical principles and values serve as a guide to behavior on a personal level and within professions. The students undertake different activities to inculcate these values in a professional manner. The different activities are covered under the various committees and clubs such as Women Empowerment Cell, Anti-Ragging Committee, NSS/NCC, Community Club, Eco Club etc. These committees and clubs play major role in smooth functioning of the university. The mandatory courses such as Environmental Sciences, Soft Skills & Professional Ethics, Gender Sensitization, Indian

Constitution, Essence of Indian Traditional Knowledge are included in UG and Value Education, Stress Management by Yoga, Personality Development through Life Enlightenment Skills etc. are included in PG Courses. In order to emphasize the importance of the course to students about the environment and sustainability issues, a number of activities such as seminars, workshops, guest lectures, and industry visits are organized.

Some of the topics are included in the syllabi such as behavioral modification, components of emotions, emotional intelligence, interpersonal relationships, development of self and personality; Human values in context of individual, societal, spiritual, moral and psychological perspectives; codes of conduct, social responsibilities; professional ethos and ethics, etc.

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

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

Response: 186

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

Response: 186

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Brochure or any other document relating to value added courses | View Document |
| Any additional information | View Document |

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

Response: 42.63

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 2159 | 1913 | 1859 | 1473 | 900 |

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

Response: 31.19

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

Response: 1347

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

1.4 Feedback System

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

Response: A. All 4 of the above

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

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

Response: C. Feedback collected and analysed

| File Description | Document |
|---|-------------------------------|
| URL for feedback report | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 0.74

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2430 | 2274 | 1980 | 2014 | 2115 |

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

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

Response: 62.67

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 377 | 356 | 455 | 357 | 491 |

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Student Assessment:

The University assesses student's knowledge / needs and skills with help of multiple evaluation methods. These methods are adopted to understand the academic, technical, psychological and social needs of the students. Database of slow learner & advance learner students prepared after identifying the needs of students.

- Every academic session begins with student orientation program. The faculty introduces the nature and structure of course curriculum & subject to the students.
- Primarily, students are evaluated on the basis of their performance in the qualifying and entrance examinations. During the conduct of course, teachers adopt systematic evaluation process to assess the learning levels and capacity of students through written examination, group presentation, practicals & viva, written assignment, project and class performance.
- University has Mentoring Program in place to ensure that the students be given academic, emotional, professional and personal support. Training and Development Cell, Counseling Cell, Teachers and appointed senior students facilitate newcomers for emotional and academic consultation and support.
- Departmental faculty members are assigned to students in groups of 2 to 5 students to guide students and help them to adjust in the university environment.

Slow learners:

Every semester, departments identify slow learners through focused appraisal of student's performance in mid semester tests, group presentation, practicals & viva, written assignment, project and class performance. Further results are shared with the parents as well as with the concerned HODs. Class In-charges specifically focus on slow learners of every class so that they can keep the details of them to observe and assess the improvement after being provided with the various supports and measures of learning. Class in-charge review the nature of the problem and deals with students in a friendly way and motivate them to accomplish their academic goals. Departments organize remedial classes, extra classes for the tough courses or as requested by students to clarify the doubts, thorough explanation of critical topics. Apart from ERP, Course content and e-learning materials are also provided through e-mail and official WhatsApp groups to students for an easy access and handy information for enhanced learning. Student attendance is also observed through the ERP system students with a shortage of attendance are identified and further students and their parents are notified through SMS and phone calls.

Advanced Learners:

The advanced learners are encouraged to work collaboratively on projects with faculty mentors. Students are allowed to use the labs and workshop beyond office hours to carry out their project work. Learning requirements of the advance learners are further fulfilled by activities such as coaching for competitive examinations such as TET, NET, IAS GATE and NPTEL Online Certification Courses, Spoken Tutorial classes. Advance learners also facilitated to attend Workshops/ Conferences /Seminars to keep them updated on various advancements in the related fields. The various university clubs conduct special programs and workshops to improve the hands-on skills of the students.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload Any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 9:1

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

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

Response:

Desh Bhagat University (DBU) follows a student centric academic philosophy to ensure the holistic development of students and offers a learning environment which fosters critical thinking, exploration, creativity and innovation. This creates new opportunities to strengthen programs & course curriculum, improve learning experience and enhance the role of university in shaping education. University explores learning-centric methods like participative learning, experiential learning, and problem-solving methodologies to enhance learning experiences among teachers and students. Experiential learning method considers the individual learning process where a group of students is assigned to a teacher who nurtures and takes care of them. Classes of small groups are organized throughout the semester to build and shapeup the perspective of the students. University encourages and implements participative learning to focus on enhanced learning of students. DBU organizes various academic and non academic activities from time to time and motivates students to participate in such events & programs to foster active learning and strives to engage students in the learning process directly and develop a healthy & interactive environment.

Following are some of the activities adopted by university for participatory and experiential learning to develop an application based outlook of students.

- **Group discussions**
- **Case Analysis**
- **Role plays**
- **Designs Projects**
- **Presentations**
- **Seminars**
- **Home Assignments**
- **Minor Project/ Dissertation**
- **Industry internship**
- **Field work etc.**

DBU considers co-curricular, extra-curricular and beyond classroom activities as necessary and integral part of learning process. DBU has constituted many clubs and committees to facilitate students to pursue explore their area of interest. These clubs & committees served as a platform for organizing sector specific activities, some of these committees and clubs are, Cultural committee, Sports Committee, Alumni Committee, Service Society Club, Human Rights/Legal Aid Club, Management Club, Eco Club, EDP Cell, Fashion & Luxury Club, International-Domestic Student Interaction Club, Travellers Club (Trips & Tours), Health Awareness Club, Literary Events Club, Aeronautical Club, Mech-Hawk Club, Civil Engineering Club, Science Club, Agrim Club, Music Club, Fine Arts Club, Photography Club, Dramatics Club, IT Club/ACE, NSS Club, Placement Supports Club.

- DBU organizes intra-university cultural events, youth festival and sports meet annually in which students of all faculties participate in various competitions to exhibit their talent & expertise in variety of events and games. These types of activities foster talent and spirit of togetherness and leadership.
- Students are also encouraged and supported to participate in inter-university competitions like cultural fests, technical & IT competitions, sports events, Youth festivals etc.
- Guest lecture, seminars, conferences, industry visits and various other activities are organized to enhance students' learning experience by providing industry orientation.

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

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

Response:

Desh Bhagat University believes that Information Communication Technologies (ICT) in present era are influencing every aspect of human life and ICT in education means use of information and communication technology to support, enhance, and optimize the delivery of information. DBU has established ICT class rooms in entire campus and are equipped with computers, laptop, internet connectivity, LCD projector and all departments have smart boards. All of our faculty and staff members are well versed with in operating ICT resources. DBU organizes frequent workshops on ICT tools for all faculty and staff members for improving effective teaching and learning. With help of ICT faculty uses images, videos and interactive course content to improve the retentive memory of students. It helps teachers in explaining complex concepts in an easy manner and also ensures students' comprehension. Teachers create interactive classes and make the lessons more enjoyable, which also improved student attendance and concentration. Information and Communication Technology can lead to improved student learning and better teaching methods. There are well documented items in connection with ICT such as Swayam courses, National Digital Library, You Tube Videos, Moodle software, spoken Tutorials, NPTEL LINK, Digital Library, Google Class rooms, blogs, and MOOCS. ICT material such as PPTs, Video Lectures, NPTEL link, YouTube videos related to the course contents are prepared by faculty members and these course materials are made available to the students. Faculty members use Google classroom, Microsoft Team to for anytime

anywhere connectivity with students. These allow teachers to connect online with students and teacher can create and manage online classes, upload courseware, create assignments, and also share feedback and grades. Students are encouraged to use these services to access and use course content, interact with the faculty and fellow learners, submit assignments and projects.

Computer & IT Facilities:

University has fully equipped 29 computer labs and 700 computers distributed among all departments for making teaching learning activities more effective and practical oriented. Every department has been provided with sufficient computer infrastructure like LCD projectors, computers, smart boards, multimedia facilities for computer aided teaching and curriculum needs. Internet facility is available in all departments, computer centers, library, canteen and student centre through LAN and Wi-Fi with the speed of 1 Gbps bandwidth. Computer systems are configured with the softwares as per the curriculum requirements. The university updates the IT infrastructure and learning resources facilities with the changing requirement of the concerned departments. University has established a separate central research computer lab.

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Provide link for webpage describing the " LMS/ Academic management system" | View Document |

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

Response: 10:1

2.3.3.1 Number of mentors

Response: 440

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

2.4 Teacher Profile and Quality

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

Response: 85.31

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

Response: 1

2.4.3.1 Total experience of full-time teachers

Response: 473

| File Description | Document |
|--|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details | View Document |

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

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from

Government/Govt. recognized bodies year wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters (scanned or soft copy) | 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 declaration of results year-wise during the last five years****Response:** 26.38**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 18.2 | 23.2 | 26.1 | 28.3 | 36.1 |

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

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 0.86**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 24 | 31 | 43 | 38 |

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

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

Response:

1. **Examination Process:** The conduct of examinations and declaration of results is one of the important activities of a University. The University examination management system is well established and fully automated with IT and ERP integration. The complete examination process is made available online for the all students. Integration of IT in examination process produces error free Results, Detail Mark Cards, Degree Certificates and Transcripts. The Examination procedures have taken up the following reforms

1. **Centralized Examination Schedule :** Implementation of Choice Based Credit System, courses having common syllabus were integrated under one course code. Also Examination Schedule made available to students online on their ERP login.

2. **Question Paper Setting :** The question papers setting procedure has been automated with a view to bring Confidentiality and secrecy. Provision has also been given to paper setters to link questions with Student Learning Outcomes expected from modules/syllabus in order to achieve the objective of Outcome Assessment.

3. **Authenticity of Students Documents :** Detail mark cards and degrees of students are authenticated with following features with help of IT integration;

1. Printing of photographs of the students on their Grade Cards
2. Printing of QR codes and Bar codes in Mark cards and degrees.
3. Implementation of National Academic Depository under UGC guidelines

2. **Processes including IT Integration:** The Examination branch is using Information Technology (IT) in the following automated processes of examinations:

1. **Examination Schedule:** Examination schedule is prepared and published online on Students ERP login id. This process has reduced the preparation time of schedule.

2. **Conduct of Examination:** Conduct of End semester examination made easy and error free with the help of ERP and IT integration in the process. Following task are taken care in ERP.

1. Online examination forms.
2. Date sheets for students in Regular and supplementary examinations.
3. Cut list of students for seating arrangement
4. Attendance record of students in end semester examinations.

3. **Automation Compilation & Declaration of Results:** Complete processing of the result has been automated results in

1. Display of Date Sheets/ Results/ Provisional Mark Cards in student Ids
2. Fast and error free compilation of results.
3. Accurate generation of Grades.
4. Manual intervention reduced.

5. Working efficiency has increased.
6. Minimum usage of stationary.
3. **National Academic Depository:** The University is onboard of National Academic Depository, a Government of India initiative to prevent fraudulent use of academic credentials.
4. **Online Examinations:** During the nationwide lock down due to COVID 19 pandemics, the University has successfully conducted online proctored examinations and declared results, which saved the precious time of the students.
5. **Optical Mark Reader:** University using Optical Mark Reader Machine to evaluate OMR answer sheets which reduced the results time considerably.
6. **Digitalization of Student Attendance:** Admit cards of students are issued with QR codes which facilitate to take students attendance during conduct of examinations through QR Code Reader applications.
7. **Use of Advanced Aids:** Mobile jammers, Metal detectors, CCTV cameras in the examinations process are being used to prevent Unfair means.

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

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

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

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

2.6 Student Performance and Learning Outcomes

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

Response:

DBU has adopted the listed graduate attributes across all its academic programs. The emphasis is given to higher level cognitive skills like apply, formulate, analyze, design, evaluate, create, select, identify, interpret, experiment, etc. as well as considerations for environment, health, and ethical attributes. The Program outcomes, Program Specific Outcomes are helpful in developing the framework of teaching and learning. The Course outcomes facilitate in clear understanding about the course expectations and also support the process of learning. The Course outcomes also present a clear picture of employability, skill development and entrepreneurship prospects of the course. Further the outcomes help to understand the various cross cutting issues pertaining to gender, environment, values and professional ethics.

All programs and courses are developed with clearly defined learning objectives and outcomes. Faculty members across departments are sensitized and encouraged to design, develop and conduct their program & courses in the context of specific learning outcomes. Program Specific outcome (PSOs) and Course Outcomes (COs) has been established through a consultative process involving all the stakeholders of the department and considering future economical perspectives and societal requirements, while framing the syllabus the scope, methodology and decided outcomes are taken into consideration. At the same time, appropriate teaching methodologies and course materials and other curricular activities such as industrial visits, skill development trainings, live projects, industrial trainings etc. are planned.

The Program Educational Objectives (PEOs), Program outcomes (POs), The PEOs, POs and COs of each program are published on the home page of the department/faculty as well as in the syllabus books. Program Outcomes (POs)/Program Specific Outcomes (PSOs) are measured for all programs in the institution. Course Outcome (COs) mapped with POs and PSOs and each program is designed in such a way that the program educational objectives are met at the completion of the program.

Induction and orientation program for first year students are conducted in the concerned departments to articulate and highlight the program objectives and the learning outcome to familiarize students. The Course outcomes are made available to students through syllabus books and clearly stated at the home page of every department at university website. Apart from this, learning outcomes are disseminated to all stakeholders of the program with the help of faculty workshops, student induction programs, student awareness programs faculty meetings.

| File Description | Document |
|--|-------------------------------|
| Upload COs for all courses (exemplars from Glossary) | View Document |
| Upload any additional information | View Document |
| Paste link for Additional Information | View Document |

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

Response:

Desh Bhagat University has defined learning outcome for each academic program and integrated it with the institutional vision and mission. The learning outcomes are drafted and engraved in scientifically planned syllabus designed by senior faculty members, subject experts, and approved by Board of Studies (BOS). The institution follows well-structured teaching learning methodologies and assessment measures to attain course and program outcomes. The learning outcome is critically evaluated by the stake holders through examinations, assignments, project evaluation, placement record, employer survey and feedback of passing out students.

The IQAC and Program Assessment Committee (PAC) conduct coherent assessment of the learning outcome to monitor and ensure the quality and consistent academic progression.

Methodology :

Direct and Indirect assessment methods are employed to show attainment of the POs & PSOs. Measure for performance is set for all the POs & PSOs. The knowledge, skills, competency, ethical values of students are analyzed through written examinations conducted on multiple times in the semester. The questions are designed while keeping in view the elements of CO, PO & PSOs. The results attained from each course are used at the program level to measure the PO & PSOs.

The Assessment and Attainment process is based on the following four steps:

Step1: First step is to certify that all POs & PSOs & COs are taken care of and enfolded in the curricula, primarily through the courses of the program.

Step 2: Course coordinators evaluate course outcomes by direct (exam) & indirect methods (Alumni Survey, Employer Survey, Exit Survey and Feedback of Parents etc.)

.Step 3: Average of outcomes of all course mapped to PO is considered for PO Attainment. If the average of all the courses in a semester attains the performance criterion in specific PO, then that PO is regarded as attained by the end of semester. PSOs are also evaluated in the same manner.

Step 4: Assessment of indirect program outcomes is based on surveys like Alumni Survey, Employer Survey, Exit Survey and Feedback of Parents etc.

The objective behind conducting Student Exit survey is to identify important factors to be considered for framing the future strategy like: to understand the benefit and impact of trainings incorporated in curriculum, to review the strength and weaknesses of value added courses, pre-placement training and guidance. Employer surveys are conducted with an objective to find out relevance and compatibility of domain knowledge, skill and attitude learned, with the need and requirement of present business world. Alumni survey plays an important role as assessment tool to find out the important factors related to industry requirements and imbibe those required skills and technology in the curriculum to match with the expectations of corporate world.

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

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

Response: 71.27

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

Response: 980

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

Response: 1375

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.41

| File Description | Document |
|--|-------------------------------|
| Upload database of all currently enrolled students | View 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 is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

As per the mission of the university: Research, Innovation and Entrepreneurship, the university aims to contribute to India becoming a global knowledge superpower through quality education, research and innovation. To attain this goal, it is imperative to pursue cutting-edge basic, targeted, and applied research in all domains/ faculty of studies in a transparent, responsible and ethical manner for advancement of knowledge and development of novel processes, technologies and products. It is equally important to ensure that the products and outcomes of such research are appropriately disseminated to reach the widest possible audience for the benefit of mankind at both national and global levels.

The University facilitates its faculty to undertake research by providing research funds (seed money). Provision for research facilities in terms of laboratory equipment, research journals and research incentives are made available to the faculty. The University encourages and promotes a research culture (e.g. teaching work load remission, opportunities for attending conferences, etc.). Faculty are given due recognition for guiding research. The University has research committees for promoting and directing research. The University has a well defined policy to promote research. Significant amount of workshops/ training programmes/ sensitization programmes are conducted by the University to promote a research culture on campus. The University facilitates researchers of eminence to visit the campus as adjunct professors. The University makes special efforts to encourage its faculty to file patents. Projects sponsored by the non govt agencies, industry / corporate houses are availed by the University (2019-2020: Total funding Rs 70.44 lakh). The faculty of the university also contributes by providing consultancies to industries etc. The University has received research grants from external agencies for major and minor projects as well as for organizing seminars/conferences such DST, ICSSR, AICTE, NABARD, PEDDA, NBI, PSCST. Efforts are made by the University to improve its infrastructure requirements to facilitate research. Faculty of the university has published Books, Chapters in books and research Papers in reputed and high impact research journals. The University publishes 4 research journals. The University follows Code of Ethics to check malpractices and plagiarism in research. Interdepartmental / interdisciplinary research projects are undertaken. Incentives in the form of appreciation, benefits in promotions and funding to further the activities are given to the faculty for receiving grants and publication in high impact factor journals. Research culture is also promoted by significant amount of research at masters, M.Phil and Ph.D. level.

Desh Bhagat University strongly believes that research is not only about publishing papers, getting funds from organizations but also commercializing technology-based innovation, fostering and encouraging entrepreneurship. To fulfil this, it established the Innovation and Entrepreneurship Development Campus (IEDC). IEDC actively promotes Technology Entrepreneurship and supports start-up incubation by utilizing the knowledge, resources, and expertise of the faculties of the university and its partners. To effectively promote the research activities of the university, Desh Bhagat University has a well-defined research promotional policy in sync with the Vision and Mission of the university. This promotional policy is updated and uploaded on the university website.

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

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

Response: 6.14

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9.97 | 7.21 | 5.67 | 4.13 | 3.71 |

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

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

Response: 1.4

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2 | 8 | 6 | 10 | 2 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of the award letters of the teachers | View Document |
| Any additional information | View Document |

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

Response: 2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 1 | 0 | 0 |

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

3.1.5 Institution has the following facilities to support research

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

Response: A. 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Upload the list of facilities provided by the university and their year of establishment | View Document |
| Upload any additional information | View Document |
| Paste link of videos and geotagged photographs | View Document |

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

Response: 3.23

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

Response: 1

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

3.2 Resource Mobilization for Research

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

Response: 155.74

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 70.44 | 52.45 | 13.25 | 13.35 | 6.25 |

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

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

Response: 42.56

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12.6 | 19.96 | 5.5 | 4.50 | 0 |

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

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

Response: 0.35

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

Response: 140

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

Response: 1997

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

3.3 Innovation Ecosystem

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

Response:

Desh Bhagat University has established Innovation and Entrepreneurship Development Campus (IEDC) in the University that is trying to touch the lives of its students, youth other drop outs and, unemployed by taking them in the fold of entrepreneurship. The IEDC cell organizes various Entrepreneurship awareness camps, Entrepreneurship Development camps and Business Idea camps in and around the campus in collaboration with various government and non-government organizations such as National Entrepreneurial Network (NEN), Ministry of Micro, Small & Medium Enterprises (MSME), National Small Industries Corporation (NSIC), Entrepreneurship Development Institute of India (EDI).

The mandate of IEDC is mentoring and guidance of the students, faculty and general public for IDEATION INNOVATION INCUBATION in physical and virtual manner. Business Incubation proposals focused on Intellectual Property Rights (IPR) , on large resource generation are being invited and selected on the basis of selection parameters set by industry experts/mentors . University has signed MOU with the Associated Chambers of Commerce and Industry of India, ASSOCHAM for IPR related activities. For Business Incubation, IEDC mentors the students as well as provide with required infrastructure, seed loan , organize events that help in networking , meetings with alumni , VCs and industrial professionals. IEDC has received approval for Atal Incubator named Atal Tinkling Labs – School Project. IEDC also facilitate hiring of students interns (Noenex, ICAN, Coco and Dr Z)

Policy has also been set up to start up process in the research format. The university has multiple channels towards realizing the novel ideas into prototypes and commercialized products. In the process of conceptualization, solution identification and realization, the university sees scope for Intellectual Property (IP) creation. Desh Bhagat University strongly encourages IP creation and it has laid out a well defined IP policy for commercializing the IP either through Technology licensing or Incubation through the Institutes' incubation center. 12 Patents were filed in the assessment period and the processing fee was borne by the university. The students visit the nearby villages, find the problems and try to give technologically based solutions. This exercise equips them with the ability to think, conceptualize the idea, work on it . This center was established to provide financial assistance to the students for their as free training in the beginning.

The IEDC bridges the gap between industry and academia in such a way that it brings the opportunity to know the industries' research needs through the interaction. This cell helps in formulating interdisciplinary

projects for implementation. The university also promotes innovation and entrepreneurship by including in the curriculum course on EDP that provides awareness to entrepreneur processes, including identification of Entrepreneurial opportunities, formulating business models and guiding in overcoming challenges in Entrepreneurships. IEDC conducts number of Faculty Development programs, organizes number of events in various fields like Progressive Farmers meet, Startup ventures, expert talks as well webinars to motivate and guide students as well as faculty.

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

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

Response: 201

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 54 | 48 | 48 | 28 | 23 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

3.4 Research Publications and Awards

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

Response: A. All of the above

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

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

Response: D. 1 of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e- copies of the letters of awards | View Document |

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

Response: 3

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 1 | 0 |

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

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

Response: 1.03

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

Response: 108

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

Response: 105

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

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

Response: 1.22

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 20 | 90 | 120 | 105 | 100 |

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

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

Response: 0.15**3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 9 | 28 | 6 | 5 |

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

3.4.7 E-content is developed by teachers :

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

Response: D. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Give links or upload document of e-content developed | View Document |
| Any additional information | View Document |

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**Response:** 3.96

| File Description | Document |
|--|-------------------------------|
| Bibliometrics of the publications during the last five years | View Document |
| Any additional information | View Document |

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

Response: 8.5

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

3.5 Consultancy

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

Response:

As per the mission of the university: Research, Innovation and Entrepreneurship, the university aims to contribute to India becoming a global knowledge superpower through quality education, research and innovation. To attain this goal, it is imperative to pursue cutting-edge basic, targeted, and applied research in all domains/ faculty of studies in a transparent, responsible and ethical manner for advancement of knowledge and development of novel processes, technologies and products. It is equally important to ensure that the products and outcomes of such research are appropriately disseminated to reach the widest possible audience for the benefit of mankind at both national and global levels.

The University facilitates its faculty to undertake consultancy in all the spheres of education. The University encourages and promotes a research and Consultancy culture (e.g. teaching work load remission, opportunities for attending conferences, etc.). Faculty are given due recognition for providing consultancy services. The University has a well-defined Research, consultancy and Entrepreneurship policy to promote research and consultancy environment. The faculty of the university contributes by providing consultancies to industries, schools, and companies etc. The University has received consultancy from external agencies worth Rs 20.06,402 in 2019-2020. Interdepartmental / interdisciplinary consultancy services are undertaken. Incentives are given to faculty in the form of appreciation; benefits in promotions and funding to further the activities are given to the faculty for receiving grants and publication in high impact factor journals as well as to faculty who are actively involved in consultancy work.

Desh Bhagat University strongly believes that growth of the university is not only its peak in academics , but also in research and consultancy. The university facilitates the faculty who so ever contributes towards consultancy services by giving Seventy five percent (75%) of the amount to the Faculty who has submitted the consultancy proposal and the remaining twenty five percent (25%) is charged as university overhead. If consultancy is departmental (involving two persons) then the distribution of fund will be: 35 % to the Principal consultant, 35 % to the Co- Consultant and 30% as university overhead.

The University Agriculture has given consultancy in the field of Agriculture to nearby village farmers about the various basic techniques that can be opted for vertical cropping, testing of soil and water samples that ultimately contributes to enhancement of crop productivity and improving soil texture and quality.

Likewise Computer Science and Engineering department has rendered consultancy services to nearby schools for Implementation of MIS system and Smart class room . The faculty of design has also contributed in consultancy services by guiding for latest designs in Phulkari and in fashion.

In order to implement the same , university has a well-developed consultancy Policy that is uploaded on the Website.

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

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

Response: 44.26

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 20.06 | 8.08 | 6.50 | 5.30 | 4.32 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Audited statements of accounts indicating the revenue generated through consultancy | View Document |
| Any additional information | View Document |

3.6 Extension Activities

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

Response:

Desh Bhagat University encourages faculty members and students to collaborate with community & welfare organizations to carry out social outreach programs in native areas. University is actively involved in conducting extension activities for the welfare of society and to aware students and build an interest among students for social issues.

Following is the list of some of activities conducted by various faculties of university during last five years.

1. University has adopted 5 nearby villages of Fatehgarh Sahib District in collaboration with Hara Punjab Khara Samaj NGO and has planted more than 30,000 plants in order to make people aware about pollution problem and motivate them for afforestation to contribute to sustainable society.
2. Faculties of Ayurveda, Nursing and Pharmacy are regularly conducting programs in nearby villages on healthcare and awareness days like World Breast Feeding day, Pulse Polio, Oral Hygiene Day etc.
3. Faculty of Pharmacy and Organ Donation Cell of University in association with National Organ and Tissues Transplant Organization, New Delhi and Dayanand Medical College & Hospital, Ludhiana organized awareness rally to motivate faculty members, students, staff and local community for organ donation.
4. NSS unit of university regularly organizes awareness camps on various social causes in nearby area for community awareness on cleanliness, drug de-addiction and waste management etc.
5. An AIDS awareness program was organized by Faculty of Nursing in association with Punjab National Bank and Farmers Training Centre, Fatehgarh Sahib.
6. Two Day Workshop on Embroidery & Sewing for Rural Women was organized by Department of Fashion Technology & Bhai Kanhiya NSS Unit.
7. District Level Program on Yoga to mark International Yoga Day was organized by University in collaboration with Department of Ayush, Government of India and Punjab Ayurveda and Unani Office.
8. Nukkar Nataks are enacted on various issues in collaboration with schools to sensitize the community against various burning issues.
9. Faculty of Library Sciences & Information Technology in association with Hara Punjab Khara Samaj NGO organized a camp for Distribution of Free Books to the needy children of native villages.
10. The institution also visits social organizations and institution like Deaf and dumb school and Old Age homes for social surveys and the students also extend their services to these institution.
11. Seminar on New Technology in Agriculture was organized by faculty of agriculture and life sciences.
12. Awareness for students of nearby villages regarding washing of hands, cleanliness and use of toilets was organized by faculty of education.
13. Desh Bhagat University is proactively working on prevention of Covid-19 spread in the nearby areas. 40 bedded Hospital of Desh Bhagat Ayurveda College and hospital is being used as quarantine centre.
14. University sanitized nearby villages to prevent local community from corona virus infection.

Satellite clinic OPDs' were setup in nearby villages by Desh Bhagat Ayurveda College & hospital, Desh Bhagat Dental College & hospital.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

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

Response: 1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copy of the award letters | View Document |
| Any additional information | View Document |

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

Response: 159

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 36 | 52 | 31 | 16 | 24 |

| File Description | Document |
|---|-------------------------------|
| Reports of the event organized | View Document |
| Institutional data in prescribed format | View Document |

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during

the last five years

Response: 161.09

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4866 | 2180 | 2484 | 1249 | 1330 |

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

3.7 Collaboration

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

Response: 8.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 8 | 8 | 8 | 11 |

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

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

Response: 78

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 19 | 19 | 17 | 9 | 14 |

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The University has the required infrastructure and learning resources like well-furnished classrooms, Smart board, computer lab, library with reading area, departmental labs, seminar halls and auditorium etc. The campus is Wi-Fi enabled and provides 24/7 internet facility to students and staff members. Every department have well-furnished staff rooms for faculty members to provide an environment conducive for regular and progressive interaction among staff members and also utilized for students counseling, guidance and subject specific queries.

Classrooms: University has 179 well-furnished, spacious classrooms for conducting theory classes and out of which 126 are ICT enabled classrooms.

Laboratories: University has 239 well equipped and well maintained laboratories for conducting practical work. This includes engineering labs, computer labs, pharmacy, nursing, MLT equipments, Moot Courts, media animation lab, lab for airline students, open source computer labs etc.

Conference/Seminar Hall: Air conditioned seminar halls are available in various departments of the university and are equipped with sound system, Projector, computer with a seating capacity of 100 to 200 persons . University has 6 conference rooms with a seating capacity of 20 to 25 persons and these conference rooms are equipped with multimedia and video conferencing facilities. The university also has a fully furnished auditorium for better organization of various co- curricular and extra co-curricular activities like seminars, workshops, extension lectures, celebration of important days, etc.

Computer & IT Facilities:

University has fully equipped 29 computer labs and 700 computers distributed among all departments for making teaching learning activities more effective and practical oriented. Every department has been provided with sufficient computer infrastructure like LCD projectors, computers, smart boards, multimedia facilities for computer aided teaching and curriculum needs. Internet facility is available in all departments, computer centers, library, student centre, canteen through LAN and Wi-Fi with the speed of 1 GBps bandwidth. Computer systems are configured with the softwares as per the curriculum requirements.

The university fulfills the required necessities of the students and the faculty every year by considering the proposals and suggestions put forwarded by the various committees. The library is upgraded every year and reference books, e-books and e-journals are added to the library on regular basis to keep pace with recent advancements and international trends. Requirements for augmenting of infrastructure are procured from maintenance committee and reviewed and implemented. All departmental laboratories, computer labs, are also upgraded time to time with latest equipments. ICT enabled resources has been provided with interactive board to make the students more techno-savvy. Smart Boards are available for students to help them use technology in teaching and learning.

| File Description | Document |
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| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response:

Desh Bhagat University is a student centric institution, where we focus upon 360 degree growth of our students. We believe in building physically fit, mentally robust, academically and professionally competent individuals ready for global job markets which will in turn contribute in creation of a knowledge economy and prosperous society.

Desh Bhagat University promotes myriad extracurricular and co-curricular activities to expand the knowledge of the students beyond the curriculum and to provide multidimensional exposure. University has excellent infrastructure to facilitate the holistic development of its students and has spacious and well equipped indoor and outdoor sports/games facilities and students are provided with dedicated sports facilities along with guidance of qualified full time instructor. Sports facilities are made available to students and staff also during and after university hours. University organizes annual sport meets/events and Inter-Intra University tournaments and also conduct sports competitions at the inter-departmental level during the academic session. Players and Teams prepared to take part in higher level competitions. The national, international, state level winners are awarded and also rewarded with financial and other benefits.

SPORTS: University has dedicated sports department which trains the students for various national and international tournaments. University also organizes various inter and intradepartmental sports competitions on regular basis. Following are the sports facilities that include indoor and outdoor games infrastructure available in the campus.

- Multi-Purpose Play Grounds for
 - Football (96 meter x 70 meter)
 - Hockey (91 meter x 51 meter)
 - Cricket Pitch (20.12 meter x 3.5 meter)
 - Handball (standard)
- Athletic Track (200 meter)
- Lawn Tennis Court (26 meter x 13 meter)
- Volley Ball Court (18 meter x 10 meter)
- Table Tennis Room (standard)
- Basketball Court (32 meter x 19 meter)
- Badminton Court (15 meter x 8 meter)
- Kho-Kho Ground (30 meter x 19 meter)
- Wrestling arena (20 feet x 20 feet)
- Boxing ring (24 feet x 24 feet)
- Horse riding course (standard)
- Kabaddi (National Style) (13 meter x 8 meter)
- Carom Boards (Standard)

- Chess Boards (Standard)

YOGA: We believe health is the foremost important aspect of everyone's life and DBU encourages its students and staff members to inculcate a habit of doing health boosting activities. University has yoga center and professional trainer for yoga, aerobics and gym classes. International Yoga Day is celebrated to spread awareness about healthy living among the students and society. Yoga classes are conducted regularly both for the faculty and students. The university has two well-equipped gymnasiums at Boys Hostel and Girls Hostel.

CULTURAL ACTIVITIES: For the all-round development of the students, cultural events play a significant role in developing leadership skills and team building. Students take lead to organize, perform and conduct activities that help students to have knowledge of cultural diversity of our nation and it promotes national integration.

University has a fully furnished auditorium with 2500 seating capacity, Seminar Halls with seating capacity from 100 – 500 persons, Open theatre, advanced music system and ample infrastructure to conduct all types of cultural activities.

| File Description | Document |
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| Upload any additional information | View Document |
| Geotagged pictures | View Document |

4.1.3 Availability of general campus facilities and overall ambience

Response:

The overall ambience and general campus facilities of Desh Bhagat University are more than sufficient to cater needs of staff and students. DBU campus is full of greenery and well-connected with internal roads. University takes various initiatives like cleanliness drives, tree plantation drives to maintain and make the campus eco friendly; this also includes energy conservation, water harvesting, waste management, use of renewal energy. The environment friendly atmosphere has positive impact on teaching learning process and everyone enjoys the natural ambience at the campus.

University campus has Bank, ATM, Hospital, Shops and Cafeteria, Canteen facilities for the convenience of students, staff and visitors. The university has a well-designed administrative block to facilitate students, staff and visitor queries. The institution has all the necessary facilities to ensure the health and hygiene of the staff and students. The facilities include:

- Separate hygienic and well maintained Rest Rooms for Men and Women.
- Well equipped Health Center is available.
- Hygienic Canteen and Mess Facility.
- Availability of First Aid Kit
- Water Coolers with filtered water facility are installed.
- Well maintained and equipped staff rooms with facilities like microwave, OTG, Refrigerator.

The university has made best possible efforts to provide the finest residential services and facilities within the campus. University has well maintained residential township for officers, faculties and supporting staff. Desh Bhagat University provides hostel facility to the students. There is provision of separate hostels for boys and girls. There are 7 in campus hostels (4 girls & 3 boys) with 1380 student capacity. The rooms are neat, well furnished and ventilated with attached bathrooms. There is provision for recreational facilities too. There is a common room for provision for indoor games, television, newspapers and magazines. Hostel Mess is well maintained and provides hygienic and nutritious meals and caters varied taste buds of students.

The University has disabled friendly infrastructures well in place to address the accessibility issues pertaining to disability. The University has installed lift and ramp in the academic area for moving to different floors. In case of non-availability of this facility in some blocks, it is ensured that the classes are planned in such a way that it must be conveniently located at the ground floor for any differently-abled person.

DBU provides adequate infrastructure for indoor and outdoor games and extra-curricular activities. University has well furnished auditorium, seminar halls, open theatre, indoor and outdoor play grounds with required infrastructure to conduct all sort of sports, cultural and recreational activities.

The DBU has a fleet of buses for the benefit of staff and day scholars to commute between the cities and campus. University campus is also well connected through local and public transport.

| File Description | Document |
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| Upload any additional information | View Document |
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4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 12.18

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 263.54 | 13.30 | 18.26 | 6.89 | 468.85 |

| File Description | Document |
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| Upload audited utilization statements | View Document |
| Institutional data in prescribed format | View Document |

4.2 Library as a Learning Resource

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

Response:

Desh Bhagat University has established an excellent library for benefit of students, faculties and research scholars. Library has a large collection of books covering various branches of Engineering & Technology, Management, Commerce, Medical and Health & Life Sciences, Humanities and Social Sciences and other related fields. The fully Air Conditioned and automated Library is highly sophisticated with state-of-art facilities. It provides online resources as well as digital resources. It is also providing Remote log-in facility to access electronic resources 24 X 7 and ensures high network security. Regular newspapers both regional and national are specifically subscribed to cater the need of all the readers various facilities like e-library, e-journals and subscription with various international agencies like EBSCO, DELNT, DVL Dentistry & Oral Science and AIR INFOTRACK (LAW). Apart from Central Library DBU has six Council Libraries in respective schools to provide better environment and services to course specific students. Each library has adequate number of work stations to facilitate searching/accessing OPAC, e-resources, web browsing and for other academic works. Library Internet Lounge has 50 computer systems with internet connectivity which is developed with an objective to provide learners a stimulating environment where students can explore a wide variety of study and research materials required for their academic and professional growth. SMS and Email alerts about new additions of books, journals, etc are provided by the library for the benefit of faculty and students. There is a provision of e-books and e-journals in the library. Internet access is available in the library for students and faculty.

ILMS : DBU Central Library and the entire department Libraries are automated using Integrated Library Management System (ILMS).

Description of ILMS: Name of the ILMS software – SIM ERP Software

Nature of automation (fully or partially)– Fully

Version– 53.1.2.1

Year of automation– 2014–15

SIM ERP software is used for following:

- Master Setup
- Classification of Members
- Book Acquisition Maintenance
- Cataloguing i.e. management of accession number system
- Issue/Return or Renewals from single window
- Book listing
- Explore menus provided for easy navigation through the system

Infrastructural facilities:

University library has large print and online resources to provide effective access to learning resources of all formats to keep the academic community abreast of the latest developments and to provide them with updated information on Engineering & Technology, Management, Commerce, Medical and Health & Life Sciences, Humanities and Social Sciences and other related fields. The library has following listed infrastructural facilities:

- Spread over 25000 square feet area and facilitated with State of Art Infrastructure.
- Fully Air-conditioned.
- Digital Access - WEB OPAC (Link: <http://220.225.221.108/opacdbu/#/search/basic>)
- Well protected with fire alarms and CCTV security systems.
- Equipped with reading halls with reference collection.
- Internet Lounge
- Reprographic Facilities
- RFID – Radio Frequency Identification (Project under process)
- More than 93,000 books
- Membership of DELNET, EBSCO, DVL Dentistry & Oral Science, AIR INFOTRACK, NDL, Shodhganga/SodhGangotri for accessing e-resources.
- Wi-Fi access.

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

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

Response: A. Any 4 or more of the above

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

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

Response: 16.43

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 22.24 | 12.73 | 24.98 | 1.79 | 20.40 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Audited statements of accounts | View Document |

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

Response: 18.61

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

Response: 435

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

4.3 IT Infrastructure

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

Response: 100

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 16

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

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

Response:

Desh Bhagat University has a clear policy regarding infrastructure and utilization of Information Technology. IT policy of the university outlines a mechanism to establish, utilize and maintain IT infrastructure. The university has well defined system for deploying and upgrading IT infrastructure according to the needs and number of students and staff and other users. Universities has sufficient IT resources like interactive Board, Smart Board, LCD Projectors, Web Camera and computers and are

properly used in processes like:

- Maintaining Academic & Administrative database
- Teaching Learning Processes
- Research purposes
- Online Teaching & Video Conferencing
- Open Source Courseware and Learning Management System
- Orientation Programme
- Study material publishing, Attendance, Notification on ERP SYSTEM
- Seminars, Extension lectures, and Conferences

Financial provisions are made in budget for annual upgradation, maintenance and appointment of technical staff for maintaining IT infrastructure of the campus.

DBU has the following IT infrastructure:

| Sr. No | Particular | Brand | Specification | Qty |
|--------|--------------------------------|--------------|--------------------------------------|-----|
| 1 | Servers | | | |
| | Domain Server for Lab | IBM | Intel Xeon X3430, 4 GB Ram, 2tb | 2 |
| | NAAC Server for Z Drive | Acer | i5, 4 GB Ram, 1tb Hdd | 1 |
| | Domain Server1 | Dell | i5 , 4 GB Ram, 500GB Hdd | 1 |
| | Domain Backup Server | Dell | i5 , 4 GB Ram, 500GB Hdd | 2 |
| | Own cloud Server | Acer | i5, 16 GB Ram, 800 GB | 1 |
| | ERP Application Server | HP | Intel Xeon 2420, 32 GB Ram, 1 TB Hdd | 1 |
| | ERP Database Server | HP | Intel Xeon 2420, 32 GB Ram, 1.6 Hdd | 1 |
| 2 | DATA CENTRE | HP | Intel Xeon 2420, 32GBRam, 1.5 Hdd | 1 |
| 3 | Projectors | View Sonic | 3600 lumen | 65 |
| | | Epson SB11 | 2600 Lumen | 22 |
| | | Panasonic | 2300 Lumen | 16 |
| | | Sony vpl es3 | 2000 Lumen | 10 |
| | | Sharp | DLP 2600 lumen | 1 |

| | | | | |
|----|-------------------------------------|----------------------------------|--|-----------|
| | | LG | 3000 Luminus | 1 |
| | | ACER | 2700 Luminus | 5 |
| 4 | Printers | Cannon 2900b /MF3010/3110 | Laser Printer | 34 |
| | | Brothers 2321D | Laser Printer | 6 |
| | | Epson | Inkjet printer | 1 |
| | | HP1606 DN | Laser Printer | 9 |
| | | Samsung Deluxe 2876 | Photostat/laser printer | 1 |
| | | Konika | Photostat/laser printer | 1 |
| | Networking Switch | 8 port DLink | 1-100mbps network switch | 16 |
| | | 16 port DLink | 100 to 1000 mbps | 32 |
| | | 24 port DLink | 100 to 1000 mbps | 54 |
| 7 | LAN Node | ACER/DELL/HCL/HP/WIPRO | Core i3/i5/i7, RAM 4GB/8 GB Ram, 500 GB HDD, 18 inch Monitor, Keyboard, mouse | 630 |
| 8 | Wi-Fi Access Pointer | D link 2680/1750 | Long Range indoor access points | 147 |
| 9 | Core Switch | Cisco | 24 ports Giga Manageable Switch | 3 |
| 10 | Firewall Security System | Sophos | XG450 | 1 |
| 11 | Antivirus Details | Quick Heal -6, Kesper Sky -30 | total security Server Edition 2020, Total Security Client edition 2020 | 36 |
| 12 | Software Details | Microsoft | Campus Agreement 2020-21 for windows 10,8.1,MS office 2007/2010/2013,SQL server2012 | Unlimited |
| | | MATLAB | 2020 server edition | Unlimited |
| | | Auto cad | 2020 | Unlimited |
| | | Open Sources | Linux and freeware softwares | |
| 13 | Computers for Academic | HCL, ACER, Dell, Assembled | Core i3/i5/i7, RAM 4GB/8 GB Ram, 500 GB HDD, 18 inch Monitor, Keyboard, mouse | 600 |

| | | | | |
|----|-------------------------------------|----------------------------|---|-----|
| 14 | Computers for Administrative | HCL, ACER, Dell, Assembled | Core i3/i5/i7, RAM 4GB/8 GB Ram, 500 GB HDD, 18 inch Monitor, Keyboard, mouse | 100 |
|----|-------------------------------------|----------------------------|---|-----|

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 7:1

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Student – computer ratio | View Document |

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

Response: E. <50 MBPS

| File Description | Document |
|--|-------------------------------|
| Details of available bandwidth of internet connection in the Institution | View Document |

4.3.5 Institution has the following Facilities for e-content development

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

Response: E. None of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Links of photographs | View Document |

4.4 Maintenance of Campus Infrastructure

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

Response: 3.29

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 44.61 | 54.41 | 53.02 | 52.71 | 50.51 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Audited statements of accounts | View Document |

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

Response:

The University has a dedicated maintenance department responsible for carrying out the duties of estate office and is responsible for overseeing the maintenance of buildings, class rooms, laboratories, hostels, sports facilities, lawns etc. A maintenance committee is constituted who oversees the maintenance and upkeep of the physical infrastructure, facilities, green areas etc. The department has qualified and skilled manpower for civil work, electric work, plumbing, carpentry works, gardening etc.

Maintenance of infrastructure facilities, services and equipment's is done as per following details:

1. The infrastructure facilities such as class-rooms, buildings, hostels, green areas etc. are maintained by the maintenance department in the campus.
2. The University has power management department to ensure uninterrupted power supply and maintenance of electrical assets. The maintenance of equipment like generators, general lighting, power distribution system, solar panels etc. are undertaken as per their preventive maintenance schedules, guidelines by the equipment supplier.
3. The maintenance of equipments for water pumping plants, sewage, etc. are undertaken as per their preventive maintenance schedules, guidelines by the equipment supplier.
4. Maintenance of Services: The University provides various services / facilities to the students, faculty and staff and are maintained by respective service providers as per contract:
 1. Cafeterias facilities
 2. Banking / ATMs facilities & services
 3. Laundry services
 4. Gymnasium facilities

5. Photocopy services
 6. Beauty Parlour facilities
 7. Boutique
 8. Stationary facilities
 9. Departmental Store
 10. Medical Facility etc.
5. University owns a fleet of buses, vans and cars that are maintained by the transport department of the university.
6. Maintenance of Equipments: The University has laid down guidelines and structure for the maintenance of various type of equipments as under:
1. The University has a dedicated cell to look after the repair, maintenance and upkeep of labs of all teaching departments. Further, major laboratory equipments are under Annual Maintenance Contract (AMC) for their regular preventive and corrective maintenance.
 2. Campus Surveillance Cameras, CCTVs, other security equipments are maintained through IT department by the equipment providers
 3. Teaching aids such as LCD Projectors, PA Systems, Laptops, Desktops, Printers, and Wi-Fi etc. are maintained by IT department.
 4. Fire extinguishers at various blocks, class-room, labs, hostels, offices etc. are maintained by maintenance department.
 5. The respective departments conduct a periodic audit to ensure timely corrective action for proper functioning of the various equipments & gadget.

Maintenance Help Desk: The maintenance help desk provides a central point of contact to request for maintenance work and is open on all working and off days. Requests for maintenance work is received through Job requirement form : quoting name of indenter, department, contact details, location of the problem including room number, name of building and nature of the emergency/jobs and the request can also be submitted through the official mail estatemanager@deshbhagatuniversity.in .

General procedures for all type of maintenance

The heads of the building/department shall inform the building and electricity maintenance department for any kind of repair/ routine maintenance/ breakdown in writing. The building and electricity maintenance department shall depute the concern technician/electrician for taking up the job within two days. Upon completion of the work, building and electricity maintenance department technician/electrician shall enter the type of work completed in maintenance register and get it signed by the head/office of the requesting department. If the work is not complete, the building and electricity maintenance department shall inform the requesting department about the reason for non completion of the work within stipulated time and shall give an approximate time frame for addressing the issue.

In case of equipment / machines if it is not covered by a warranty or maintenance contract, the department may elect to have the repairs performed by vendor/manufacturer. All the records pertaining to equipment / machine's warranty, maintenance contract shall be maintained by the department housing the equipment / machines. All the records pertaining to physical education / sports equipment's warranty, maintenance contract shall be maintained by the sports department. Proper maintenance of all the reading material whether electronic or non electronic shall be the responsibility of the respective heads of the library.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 7.82

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 480 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |
| Link for additional information | View Document |

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

Response: 70.11

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1487 | 1337 | 1005 | 665 | 586 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |
| Link for additional information | View Document |

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 36.39

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9 | 19 | 3 | 0 | 0 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 37 | 23 | 4 | 2 | 1 |

File Description**Document**

Upload supporting data for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

Link for additional information

[View Document](#)

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

Response: 62.12

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 767 | 880 | 769 | 787 | 471 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Self attested list of students placed | View Document |
| Institutional data in prescribed format | View Document |
| Link for additional information | View Document |

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

Response: 7.69

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 96

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

5.3 Student Participation and Activities

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

Response: 27

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3 | 16 | 8 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters and certificates | View Document |
| Any additional information | View Document |

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

Response:

The University believes that progress is possible only with the involvement of all the stakeholders of universities. The University Consultative Committee of Desh Bhagat University (DBU) is a representative body of the University community that comprises of students from all faculties. It endeavors to take advantage of every opportunity to create and sustain an environment that nurtures life in its fullness, for every member of its community and sets it on the path of excellence. These committees help in identifying student's issues and grievances and communicate the same to university authorities. It also assists the staff and administration in smooth conducts of college activities and ensures discipline in the university. Committee helps in maintenance and beautification of campus. The student members of consultative committee are elected democratically by students of current batch and University ensures representation and participation of student members in various committees and bodies like:

- **Placement Committee:** Placement committee is elected to serve with the placement team of the university wherein committee members play an active role by coordinating with industry professionals, candidates and by managing campus placement processes.
- **Cultural Committee:** The student members of consultative committee plays an active role in organizing various cultural and national day's like youth festival, Comenzo, Teachers Day, Guru Purnima, Independence Day, Youth Day, Republic Day etc. they take care cultural events, sponsoring and management
- **Grievance Committee:** Appointed members of consultative committee take care of grievances & issues of students and convey to respective authorities to ensure transparency in decision making of grievance committee.
- **Sports Committee:** The student members of consultative committee have representation in sports committee to promote sports activities among students and also organizes various sports events at inter & intra department and university level.
- **Hostel Committee:** The University has 7 in campus hostels for boys & girls. The hostel committee plays and instrumental role in take care of various requisites of hostel and raise the issues to management and manage the day to day work related to security, hygiene, discipline etc.
- **Canteen Committee:** Members of Canteen Committee randomly check the working of university canteen. The committee ensures the quality, nutrition value and hygiene care of food served to students.
- **Alumni Committee:** The members of the committee coordinate with alumni for placement, mentoring, grooming of current batch students and actively participate in planning and organizing alumni meets.
- **Anti -Ragging Committee:** Students representation in Anti -Ragging Committee ensures transparency in decision making.

To maintain transparency in all activities of DBU we ensure involvement of all stakeholders like students, parents, industry professionals etc. Students get exposure to the social and corporate atmosphere by participating in various committees. These activities help students in developing leadership skills, team building, decision making, time management, self-discipline and prepare them for the corporate sector. It also helps the university to generate fresh and innovative ideas that infuses dynamism in the environment.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 22.4

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 20 | 24 | 24 | 22 | 22 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

5.4 Alumni Engagement

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

Response:

The Alumni Association of consists of various Alumni Chapters which contributes significantly to the development of the University. DBU alumni chapters contribute through monetary and non-monetary means for the development of its alma-mater.

DBU ALUMNI CHAPTERS

1. Delhi Chapter
2. Chandigarh Chapter
3. Canada Chapter
4. Jammu Chapter

OBJECTIVES:

- To bring existing students and the faculty of University together to share their experiences among present students.

- To maintain and consistent updation of alumni database of University.
- To utilize the knowledge and experience of alumni students for the benefit and development of present students.
- To arrange & promote the campus placements in the organizations in India and abroad where alumni students are working.
- To arrange expert talks, seminars, workshops, cultural and social welfare events.
- To arrange donations for needed students and contribution for infrastructural development.
- To involve alumni members in overall development of the college and the Society

CONTRIBUTIONS

- **Academic Advisory:** Alumni feedback is taken to enrich the course curriculum as per the changing corporate world scenario. Two members of Alumni Chapters have been appointed in curriculum development committees of all faculties. Their valuable suggestion helps the university to develop the innovative and industry relevant syllabus and course curriculum of all programs.
- **Placements and Internship Support:** DBU alumni are placed in renowned national and international organizations and they contribute by helping the student in the placement by providing them the excellent platform at national and international level. They are actively involved to advise and mentor the students to select a better field as per their career aspiration. Furthermore they also help the institute to facilitate the industry visit, guest lectures, MDPs and expert talks.
- **Alumni Mentorship:** The Institute invites the member of alumni association for guest lecturers and regular interactions to share their work experience and current trends of the corporate culture with the students.
- **Monetary and Nonmonetary Contribution:** Alumni citizenship and loyalty to the university helps to advance by leaps and bounds as they provide monetary and non monetary support and contribute in all aspects of development. DBU Alumni Chapters have a significant role in facilitating various benefits for Students welfare as well as university growth.
- **Admissions Support:** Alumni members support Admission Team in Selection Process. Alumni Admissions Committee has been established to guide and make policies for admission. Alumni recommendation and referrals are given priority and freeships in admissions.

Alumni Meet: Every Year Institution organizes Alumni meet to provide the round table forum to share their feeling and experiences of the corporate world with the students. Some of the alumni are having their own start ups while some of them are entrepreneurs. It helps the current batch student to get guidance before diving into the real world challenges. Furthermore the university invites the alumnus as Guest of Honor to interact with the students on the social platform.

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

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

Response: A. ? 100 Lakhs

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The university has clearly stated vision and mission that are well aligned with its administrative governance. The university administration channelizes its efforts and energy in the direction leading towards the achievement of its vision and mission objectives. The university follows the hierarchy of leadership to make sure effective organizational working and consistent improvement.

VISION OF THE UNIVERSITY:

“To emerge as the country’s leading value based educational and professional hub to have transformative impact on society by practicing innovation, patronizing research and shaping global entrepreneurs and leaders”

MISSION OF THE UNIVERSITY:

ACADEMICS

Offering innovative academic programs and delivering higher education with cutting edge technologies to meet global requirements.

EMPLOYABILITY

Collaboration with industry for development of professional skills and entrepreneurial mind to make students industry ready.

DIVERSITY

Embracing diversification in learning practices in preparing students for active participation in inclusive growth & development of community particularly farmers, villagers and youth.

ETHICS

Providing a strong foundation of values and principles for developing ethical decision making and morality amongst students for sustainable growth & development.

SERVICE

Transforming all sections of society with relevant education, contemporary research, expert consultancy and support for fostering social parity & justice.

Keeping in view the vision and mission The university has a democratic and participative management

structure that welcomes ideas and suggestions from every layer of workers. The Governing Body of University is the strategic leader and key decision making body that extends directions and work closely with Board of Management, Academic Council, Finance Committee, and Board of Studies. It provides approvals to long term & short term plans associated with the organizational growth, quality assurance, and policy matters. University has its vision to become a change maker in areas of academic innovation, research and entrepreneurship. These visions are attached with apparent mission of offering innovative academic programs, carving job opportunities, serving diverse communities and developing ethical conduct in society through transformation of learning practices. University has a robust organizational structure that explores plans, designs and implements the decisions to achieve desired goals and objectives in every area of work.

The university leadership promotes excellence among students and faculty members and encourages them to imbibe values, enhance professional skills, and develop capability, applicability and creativity. The university works on research projects and consultancies in core and interdisciplinary areas. Students, faculty and staff members also focus on community engagement endeavors and contribute to the betterment of society and participate in nation building by conducting various awareness programs, skill development workshops and other socio-economical and cultural activities. The university has collaborations and MOU's with national and international level academic and research oriented bodies to support and strengthen teaching learning process and research ecosystem.

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

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

Response:

The University has a decentralized and participative management structure that promotes vesting powers to all stakeholders to foster effective leadership. Ideas pertaining to organizational progression, academic excellence, teaching learning practices, Job enrichment, community engagement and better campus life are collected from all stakeholders (Faculty, Administrative staff, students and community members) to promote efficient functioning of the University. It helps in infusing a positive attitude amongst team members that result in increased efficiency, heightened morale, motivation improved communication, and job satisfaction. Believing in decentralization, the Governing Body takes policy decisions, finance, infrastructure etc. in consultation with Board of Management, Academic Council, Finance Committee, and Board of Studies. The Governing Body delegates the academic and non-academic decision making powers to all authorities of the Universities consisting of the Vice Chancellor, Pro Vice Chancellor, Directors, In charges/Coordinators and Heads. The authorities of the University formulate common working procedures and entrusts the implementation through its various departments. Director of the concerned school leads the various departments and keep a record of Academics, co-curricular and extra-curricular activities of the concerned school by the support of different Heads/coordinators of each department.

University has constituted various committees that work in collaboration for consistent improvement in curricula and teaching learning practices. The academic heads (Directors, Deans, HOD's and In charges) constitutes Department Review Committee(DRC) , Curriculum Review Committee (CRC) ,Stream Review Committee(SRC) to review and recommend amendments required in curricula and addition of new course to Board of Studies(BOS). The Board of Studies reviews the recommendation and forwards the final recommendation for approval from Academic Council. The Board of Studies and Academic Council are the statutory bodies of the University, and are empowered to design and manage academic matters, including issues related to assessment, evaluation and results.

Constitution of Department Review Committee:

- Head of Department
- Faculty Members of Department
- 2 Faculty Members from Allied Field

Constitution of Curriculum Review Committee:

- Director of Faculty
- Head of the department
- 2 Faculty Members
- 2 Alumni members
- 2 Final Year Students

Constitution of Stream Review Committee:

- Director Academics
- Directors of Faculties
- Heads of Departments

Constitution of Board Of Studies(BOS):

- Director of Faculty
- Professors, Associate Professors and Assistant Professors of the department
- 2 Faculty Members from Allied Field
- 2 Industry Experts : one from academics and one from industry
- Member Secretary

In practice, this management and leadership approach has meant for decentralization and participatory management in day to day functioning of the university. Autonomy/ flexibility are encouraged to strategize and decide upon curriculum, pedagogy, assessment structure among academic heads of all faculties and to empower them to take decisions. For better representation and participation of stakeholders - faculty, staff and students are involved in various committees, clubs and programs related to students welfare, extracurricular activities, training & placement activities, appointment of regular and guest faculty, academic conferences & seminars, industry academia interface, art & culture, literature etc.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The university has a clear vision to emerge as best institution in practicing innovation, research and shaping careers to transform and support society. The university is committed towards its mission to deliver academic excellence to prepare students of all streams as professional for global job market and serve society for building better living standards with developing an ethical conduct among them.

The university strives to upgrade and update its academic and non academic practices regularly. All stakeholders of the university made involved in the process of development of strategic plans that chalk out the blue print of future actions required to grow and develop. The university gives liberty academic and non academic stakeholders to lead and participate in every aspect of decision making. This is reflected in establishment of new Schools and introduction of courses, revised curricula, modern teaching-learning methods, interdisciplinary research and innovation and extension activities. Once the plans are approved by the higher authority, every department is instructed to work on the devised strategy and goals for academic quality and quantity enrichment, growth in gross enrollment ratio, effective implementation of CBCS, extensive use of ICT in examination, teaching learning process, administration, industry academia collaborations, research and innovation and alliances with national and international level academic and research institutions to widen up the scope and excellence of core, applied and interdisciplinary research. The university has developed state-of-art infrastructure complementing our strategic intent and goal accomplishment and also provide financial assistance for the promotion of research and entrepreneurship on campus. The university has also introduced new skill development programmes and professional courses to enhance the employability possibilities and grooming of students.

Strategic Goals:

- Innovative Academic Programs & Diversification
- Research & Development
- Entrepreneurship & Career
- Community Welfare

First private university in Punjab to receive 12(b) Status

With the help of all stakeholders long term plan are prepared and divided into years. As per the vision of university top priority was given academic excellence through innovative learning practices and promotion of innovation and research. All stakeholders including academic heads, administrative staff and management worked whole heartedly on the plan and developed an academic environment that fosters better learning environment, encourage innovative practices and create a niche for research activities. As a reward of our genuine hard work and contribution in academic field The university Grants Commission

conferred us with 12(b) status in June 2020. Desh Bhagat University has become the first private university in Punjab and 9th in India to receive this status. University is now eligible for all types of UGC Grants provided for research and academic infrastructure. This recognition has opened abundance of opportunities for academic innovations and University will be able to contribute more in academic field.

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

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

Response:

Governing Body and the Board of Management are the major bodies entrusted with the governance of the University that largely attends to policy matters and takes care of the day to day running of the University. Both the bodies have adequate representation from the stakeholders - the sponsors, the faculty, external experts and ex officio members. While matters of policy and governance are taken care of by these two bodies, academic matters are entrusted to the Academic Council which, again, has adequate representation from the stakeholders associated with academic matters. In the same manner financial matters entrusted to the Financial Committee who is responsible and have control financial matters. Apart from these statutory bodies university have other committees and cell like IQAC Cell, Anti-ragging Cell, Women Grievance Cell, SC/ST Committee, Grievance Redressal Committee, Library Advisory Committee, Organ Donation Cell and Gender Champions Club etc. constituted for better administration and governance.

Decision making is decentralized and penetrated throughout all levels of hierarchy like to the level of Departmental Heads, Directors of Constituent Units, the Director of Research, the Director of HR, the Controller of Examinations, the Director of Finance, the Registrar and the Vice Chancellor. Frequent meetings are held at all these levels to ensure a seamless and hierarchical process.

Appointment and Service Rules:

The University strictly follows the service rules as per the given guidelines of the UGC and all employees have been provided with all benefits related to working hours PF, ESI, Casual Leaves, Earned Leaves, Medical Leave and Maternity leave etc. The Recruitment of the faculty is according to the norms of the UGC and Statutory bodies norms, a selection committee comprising of Vice Chancellor, Dean Academics Dean/Directors of their respective Department(s), Subject Matter Experts, One person nominated by the Chancellor decides the worthiness of the faculty member by his/her performance in the interview according to the parameters they are looking for.

Procedures:

Every process in the University has been mapped, and SOPs have been evolved to test and execution. The

IQAC set-up as an overarching body for the University and subsidiary Cells in the constituent Units keep an overview of the functioning of these various organizational instruments and bodies.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link to Organogram of the University webpage | View Document |

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Performance Management is a significant process at Desh Bhagat University as it paves the way for continuous improvement. It is an approach to align in every single person with the vision and mission of the university that increases the probability of achieving success. The university follows annual performance appraisal system to report highlights the strengths and areas of improvement for each faculty and staff member.

Every department has its subordinate vision, mission and action plan aligned with vision, mission of university. The action plan of department is like a calendar for activities and events to be executed in the course of one academic year. The department reviews the action plan in adherence to the directions of overall vision and mission of university.

Every faculty and staff member has been given opportunity to self-appraise their efforts towards academic and non academic, extension, co-curricular and professional development related activities and contributions in research and innovation. The self-appraisal process also enables administrative and non-teaching staff members to appraise their work performance.

Performance Appraisal Factors: (Teaching & Non Teaching)

- Educational qualification
- Experience
- Research & Publications
- Project & Consultation
- Quality of work and productivity
- Conduct
- Discipline & Integrity
- Contribution to institutional growth and welfare activities
- Team work and Managerial skills

Welfare measures which affects and improve staff well being, satisfaction and motivation are:

- Peaceful and congenial work environment.
- Leave facility including causal leave, duty leave, without pay leave and maternity leave.
- Loan facility to staff on affordable interest and easy installments.
- Fees installment scheme for wards of staff.
- Group Medical Insurance for teaching and non-teaching staff members.
- Subsidized transportation facility for the staff members.
- Library facility.
- Free and unlimited access to internet.
- Free summer and winter uniform for class IV employees.
- Parking facility for the teachers and students.
- Accommodation facility for faculty and staff.
- Motivation & Financial Support to attend as well as contribute in various seminars, conferences, workshops and research projects.
- Faculty Development Programs & Professional Development Programs for continuous development of staff members.
- Equal distribution of work to the staff members and faculty according to their potential and capacities.
- Timely disbursement of salaries.
- General Hospital with 24 hours service and Ambulance facility.
- Dental Hospital.
- Cafeteria.
- 24 hour power back-up (100%).

- Bank Facility.
- Sports Facilities (Indoor and Outdoor Games).

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 4.84

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 38 | 20 | 15 | 10 | 9 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template) | View Document |

Other Upload Files

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| 1 | View Document |
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6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 10.4

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 20 | 11 | 8 | 9 |

| File Description | Document |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres) | View Document |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View Document |
| IQAC report summary | View Document |
| Details of teachers attending professional development Programmes during the last five years (Data Template) | View Document |
| Any additional information | View Document |

6.4 Financial Management and Resource Mobilization

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

Response:

All resources are scarce especially financial resources. The optimum utilization of resources is more

important than the availability of resources. No organization can grow without availability of sufficient resources, So the mobility of the fund is therefore essential for organizational growth. The Desh Bhagat University is a self-financed and State Private University and the main source of revenues for the organization is admission fees collected from the students. The allocated funds are optimally used for student development and organizational infrastructural and technical development

Objectives:

- Ensures growth and development in a planned and phased manner
- Takes into account sustainability as a major concern at every level
- Tailors every plan to suit the vision and objectives of the university
- Factors in sourcing and availability of funds and listing of priorities
- Make a judicious use of consultants, consultancy and expertise in the planning

Management of Finance and Investments:

The university has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure development.

- Budget is prepared by accounts department every year taking into consideration of recurring and non-recurring expenditures of the university.
- Accordingly, all the administrative and academic heads are requested to submit the budget required for the subsequent financial year and instructed to submit their budget to the Vice Chancellor.
- Vice Chancellor forwards the same to the chartered accountant for further necessary action and approved from the Governing Body.
- All the major financial decisions are taken by Governing Body.
- As and when urgent requirements arise it is given after sanctioned revived from concerned authorities

Transaction Heads:

- Advertisement Expenses
- Audit Fee/Professional Fee
- Computer Expenses
- Electricity & Telephone Expenses
- Employee Cost
- Hostel & Township Expenses
- Hospital Expenses
- Interest on Loan/Bank Charges
- Printing & stationary Expenses
- Rent Expenses
- Research & Development Expenses
- Social Welfare Expenses
- Student Welfare Expenses
- Sports Event, Functions & Other Activities
- Tour & Travelling Expenses
- University Expenses(Misc.)
- Vehicle Running & Maintenance

Payments:

- University adheres to utilization of budget approved for academic expenses and administrative expenses by management.
- After final approval of budget, the purchasing process is initiated by purchase committee which includes all head of departments and account officer, accordingly the quotations called and after the negotiations purchase order are placed.
- The payments are released after delivery of the respective goods it is done as per the terms and conditions mentioned in Purchase order.
- All transactions are transparent and payments are passed after testing & verification of items. Only authorized person operates the transaction through bank.
- The entire process of the procurement of the material is monitored by the Purchase committee and Director Level then the finance department at corporate office level.
- Financial audit is conducted by chartered accountant every financial year to verify the compliance.

Strategies to Mobilize Funds from Alternate Channels:

- University received 12(b) status from UGC and funds to be raised under RUSA and other central government funding schemes.
- Consultancies and Research projects
- Fund raising through Angel Investors

| File Description | Document |
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| Any additional information | View Document |

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).**Response:** 0**6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from government bodies during the last five years (Data Template) | View Document |
| Any additional information | View Document |

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**Response:** 8.86

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 4 | 3.05 | 1.06 | .75 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Annual statements of accounts | View Document |

6.4.4 Institution conducts internal and external financial audits regularly**Response:**

The Institution being governed under a Charitable Society, which is registered under the Registrar of Firms and Societies. It is being Governed by the Punjab Societies Registration Act 1860. It is further added that these Institution being the entities registered under various laws in India. As per the above act annual account are to be audited and annual financial statements are being put up in the Annual General Meeting of the members, these are being put up along with audit reports. After seeing all the audited statements and the queries of the auditors, these are approved in the Annual General Meeting of the members. The governing body of the society being responsible for preparation of the accounts getting these audited and holding the meetings of the Institution. The accounts are further audited for compliance of terms and conditions of Section 10(23)(c) (vi) to 12AA of the Income Tax Act 1961. The Desh Bhagat University being registered u/s 10(23)(c) (vi) and Aasra Foundations (regd.) being registered u/s 12AA of the Income Tax Act 1961.

Apart from above the Institution has a strong Internal Financial Control system which includes the Internal Financial Audit as integral part of the above system. This system was adopted in the year 1996-97 and being continued thereafter. If any objections/ observations found and reported in the external audit report then such observations are further to be investigated by the university internal auditor including head of the accounts department, concerned department head(s) and any other staff member nominated by the director.

The Internal Financial Control system of the university has following sub-systems: -

1. Internal Audit department.
2. Physical Verification team.
3. Internal Check System.

4. Maker Checker system.
5. Delegation of powers.
6. Various Sub- Committees.

Apart from the Statutory audit and Internal Audits which are being done by the duly appointed Chartered Accountants on yearly basis, the Institution has a strong internal financial control system, detailed as above. The governing body duly responsible for keeping the above controls. The general Secretary and the Vice President, Registrar being delegated the powers of the above works. The sub- committees constituted under it works as per the responsibilities assigned to them. The queries of reports of the internal audits are being answered by the concerned sub-committees. The objections of the audits are being settled at this committee level. Therefore it has a very strong system and mechanism for internal control and audit.

The External audit is being done at annual level whereas the internal audits are being done periodically mostly quarterly basis.

| File Description | Document |
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| Any additional information | View Document |

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) is established in Desh Bhagat University to maintain and enhance quality of education. Desh Bhagat University is a student centric Institute, and always ensure the benefit of students in every sphere of life. Establishment of IQAC at DBU is a deliberated step for development and reviewing quality assurance strategies and processes for conscious, consistent and catalytic improvement in the overall performance of students and the University.

The institute has well defined policy for quality assurance which is ensured by the effective participation from all the stakeholders. IQAC plays a vital role in maintaining and enhancing the quality and suggests quality enhancement measures to be adopted. Thus IQAC of Desh Bhagat University ensures continuous review of teaching learning process structures & methodologies of operations and learning outcomes at periodic intervals. The tools used for review are feedback, mentorship, interactions etc. Below is two Practices of IQAC's review process.

Best Practices

- **Experiential Learning** The teaching learning experience at DBU involves learning through first-hand experience and knowledge is created through transformation of experience focussed on developing a continuous cycle of Concrete experience, Reflective observation, Abstract conceptualization and Active experimentation during the learning experience. Training needs and

desired outcomes are identified and students are put into various tasks and challenges where they get to participate in the sequence of the tasks or activities that follows low order thinking skills to high order thinking skills followed by a discussion on experiences.

- **Mentoring System** IQAC initiated the Mentor-Mentee system to bring in qualitative difference in the academic performance and instil confidence among students. Mentors maintain record of mentees performance and provide academic, psychological and social support to ensure holistic growth of students.

Teaching-learning Process:

IQAC has developed a mechanism for monitoring the quality of teaching learning process, structures and methodologies of operations and learning outcomes on regular intervals during quarterly meetings and discusses various aspects of teaching-learning processes. Following are the key elements of processes adopted by IQAC to evaluate teaching-learning process.

- **Course Files** Teachers maintain course file for all assigned courses which includes academic calendar, syllabus, list of students, course plan, lecture schedule, question papers, assignments, result data, feedback analysis and CO-PO mapping and evaluation.
- **Student Attendance** : DBU has comprehensive ERP software in place that caters to all academic and administrative process and faculty marks attendance of student on their respective ERP Id.
- **Result Analysis** Analysis of results of each subject of every student is conducted. Grades secured and pass percentage by the students measures the teaching efficiency of the concerned faculty.
- **Feedback** : Online anonymous feedback of students is taken in the mid of every semester. Confidentiality is maintained in collecting feedback and passed on to the respective academic heads for review.
- **Performance Appraisal** Staff members submit their work performance through Self-Appraisal every year. It helps faculty in identifying their strengths and weaknesses and encourages them to work on the weaknesses. Department heads evaluate and recommend for their growth on the basis of their self-appraisal.

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

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

Response: C. 3 of the above

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

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

Response:

The IQAC functions in collaboration with Academics & Administrative Heads, Examination Cell and Training & Placement Cell, Career Guidance and Counseling cell and Library and follows an integrated approach to assure quality and consistent improvement in teaching learning process, structures & methodologies of operations at DBU.

University is taking continuous and wide awake efforts to improve quality in academics. Academic calendar is prepared at University and department level for planning and implementation of teaching, learning and co-curricular and extracurricular activities. IQAC sets the benchmarks for various activities and processes and monitor processes and measures the performance against the set standard and also suggests remedial actions in case of deviation. IQAC outlines the policies, plans, formats and drafts documents in order to fulfill the requirements of certifying/accrediting bodies.

Following are the initiatives taken by IQAC to ensure incremental improvements.

- Prepared & circulated common formats and implemented.
- Academic Audit mechanisms
- Mapping of Courses and Program
- Introduction of Course Outcomes & Program Outcomes attainment Process
- Outcomes Based Education (OBE)
- Strengthening of Training and Placement cell
- Faculty Development Programs
- MOU with National and International Institutions
- Conduct of Remedial Classes
- Development of Strong Mentoring System
- Enhancement of digital and multimedia content in Library
- Organizing workshops on quality for students
- Introduction of new education policy
- Initiatives for imparting quality education in COVID-19 Era.
- Online education through different online platforms.

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

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The University is committed to intensify its efforts to mainstream gender equality across all its disciplines of work through curriculum and co-curricular activities. It emphasizes on promoting women participation, decision making and skill development and for breaking all structural barriers towards women economic empowerment. DBU has implemented the UGC regulations 2015, it has uploaded “Handbook on prohibition of sexual harassment of women at workplace” on its website (www.deshbhagatuniversity.in). The university provides a safe environment and has constituted various committees/clubs such as Women grievance redressal committee, UGC gender Champions, Anti-Ragging committee in view of the same.

1. **Safety and Security:** The university follows the safety norms in all aspects. The entire campus is covered under sufficient lighting arrangements and cctv camera surveillance. Responsible faculty members are given the additional charge to monitor the corridors of all the buildings, classrooms and laboratories. On time medical assistance for girl students can be given since a full-time Doctor is available on campus. Transport facilities are easily provided in case of emergency. Grievance Cell provides a convenient opportunity for girl students to raise the problems of harassment preserving anonymity even. Special anti-ragging forms are filled and strictly norms are followed.
2. **Counselling:** Counselling help students to search their highest potential while dealing with anxiety and stress. Faculty as mentor make students self-aware by providing a happy and comfortable environment in which students feel free to discuss their issues related to academic and social life. For effective mentoring and welfare of the students, a faculty as mentor is allotted to 15-20 students. The mentoring system is adopted to improve the empathy between the faculty and students. The main objective is to keep track of the progress of the students and counsel them accordingly for academic and personal guidance. Parents of the students are timely informed wherever the necessity arises. The college endeavors to look after the total personality development of students. The Training and Placement cell and Innovation and Entrepreneurship development campus have been putting efforts in this direction. To empower women and girls in academia the university provides Scholarship for girl student to strengthen them towards leadership and self-motivation.
3. **Common rooms:** common rooms are available in all buildings that provide a secure space to girls for resting and are well equipped furniture for their comfort.
4. **Day care centre for children:** Supervisors children and babies are welcome in our space. We provide a private space for changing and breastfeeding, and we have a big basket of toys and coloring books for visiting children.
5. **Other facilities**
 1. **Gym:** proper workout place for females is available in hostel premises with special security and safety.
 2. **Hospital:** The hospital has developed the specific approach for treatment by using the famous therapy of Ayurveda & herbal medications with 24 hours emergency & ambulance facility.
 3. **Yoga centre:** University has a well-developed yoga centre with a peaceful atmosphere and

ambience that connects the mind, body, and spirit through controlled breathing and meditation.

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

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

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

Response: A. 4 or All of the above

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

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

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

Response:

University waste management may be categorized into two broad categories

1. Waste management
2. Waste management related support services

Different stages of waste management are collection, transportation, pre-treatment, recycling/recovery and

disposal. This strategy helps in improving the overall sustainability of the campus. The support service category deals with the provision of services which indirectly enhance the effectiveness and efficiency of waste management and include awareness creation activities and provision of information as paucity of understanding over a diversity of factors that affect waste management.

Solid Waste management: Solid waste generated by routine activities is segregated at each level and the administrative supervisor ensures that the waste is collected at regular intervals. The biodegradable waste from gardens, hostels and canteens are sorted and used at Vermi compost unit of the University to convert waste to organic product which is further used at fields to promote organic farming and uplift soil nutrient value organically. Further University has Biogas plant at boy's hostel which utilizes the waste to produce biogas used in boy's mess. The University has signed MoU with piggery Farm house. Eatable waste from hostels are collected in separate containers and is taken by a piggery farm house.

Liquid waste management: Sewage treatment plant of 200KLD capacity has been installed to treat the sewage. The sewage is treated aerobically (Turbo Bio- Reactor System). The important sewage parameters are pH, TSS, TDS, COD, and BOD. The water treated from this plant is used for the purpose of irrigation. Further sprinklers are used in the fields to reduce water wastage in the fields. Proper drainage system is maintained. Rain water harvesting structures are constructed in order to reuse the rain water. Proper drain system is maintained and tanks are constructed to collect the water from the roofs and judiciously use the rain water for various system.

E waste management: The University has signed MoU with a company who collect the e waste. Further the University has optimized its inventory of computers through reassembling, modification and up gradation by the University's own students of Computer Science Engineering and Information Technology. The outdated equipment's are sent to Hardware Labs for using their parts for repairing the usable Machines, due to this exercise the life of machines are increased. Rest of disposable e material is sent to our central store, after that, according to the guidelines of Punjab Pollution Control Board, we sell the disposed items to the authorized vendors who pick the items from the university for final disposal.

Biomedical waste management: University has signed MoU with Rainbow Environment Pvt. Ltd. Mohali to operate this facility for treatment of biomedical waste. They collect the segregated biomedical waste from a specified collection site. The waste is segregated according to the color code and label system. The company stands responsible for appropriate treatment of waste and disposal of treated waste into landfills or treatment plants. The boards with meaningful slogans are displayed to bring environmental consciousness among the students as well as stakeholders.

| File Description | Document |
|---|-------------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View Document |
| Geotagged photographs of the facilities | View Document |
| Any other relevant information | View Document |

7.1.4 Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

| File Description | Document |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Geotagged photos / videos of the facilities | View Document |
| Any other relevant documents | View Document |

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

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

Response: A. Any 4 or all of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |
| Certificates of the awards received | View Document |
| Any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

| File Description | Document |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

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

Response:

The institution takes extra efforts in providing an inclusive environment for all the students and employees. Tolerance and Harmony to cultural, regional, linguistic, communal socioeconomic and other diversities is best achieved by active participation of students and faculty in organizing major events. Student's participation in various events propagates the idea of diverse cultures. University organizes "Path" on Gurburab in which Kirtan ceremony is also performed. These types of activities keep us rooted to our culture and belief in peace and harmony. University organizes youth festivals and invites various celebrities for catching interest of students. To inculcate wisdom and sense of responsibility, students are motivated to organize various tours that help to boost their self confidence. These tours are being taken to educational institutes or historical places that keep in touch with advancement in technology and show pride in history of India. Hostels have praying room wherein students worship their faith in God and festival ceremonies are also performed by students. Various camps and Mela are being organised in and

out of the campus to socially connect with rural people residing in and around the University campus which help in exchange of ideas and develop a connection with rural India in order to walk together in course of advancement. This further encourages respect towards the cultural, communal, socioeconomic and linguistic values of locals.

University participation is commendable in major extension activities in association with Tehsil office, Govt. Hospital, Agricultural office etc. in organizing various awareness rallies, seminars, group discussions and government campaigns. The flex board of environmental awareness, duties and values are displayed in the campus. The university is playing an effective role of catalyst in the town to maintain the peace and national integration. Our university being situated in rural area, its activities have a very positive impact on the society's cultural & communal thoughts directly. The socio-economic conditions are somehow different than the other developed regions of Punjab. The use of new methods and technologies in agriculture is too less, most of the students admitted in our college are belong to the farmer's family. To take this opportunity DBU recently tried to gather number of farmers from nearby villages through "Farmer's Meet". The Govt officials from ATMA group and Unnat Bharat Abhiyan were the chief guest at the workshop who motivated the farmers. The farmers were made aware about technology that can be used for sustainable organic farming. In view of same Kisan mela are organized every year from last 3 years to actively engage farmers and other officials for disseminating information. Medical checkup camps are being organized to provide free medical facilities. Various other legal literacy campaign is being organised for human right education by the law department of university.. To maintain the linguistic importance Department of languages celebrates mother language day and represent different folklore and intangible cultural heritage. Thus, the college has created very positive image for all the communities and they donate and help the college in the developmental activities.

| 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 (within 500 words).

Response:

Desh Bhagat University takes different initiative by organizing various activities to sensitize students and employees to the constitutional obligation and responsibilities of the citizens. Students are sensitized towards their responsibility towards their parents, studies and society as a whole. The diverse programmes offered in the university explicitly include human values, social commitment and ethics: intellectual competence, moral uprightness, social commitment, spiritual orientation service to society. These elements are inculcated in the value system of the university community, learners on one hand and staff and faculty on the other side. Some of the human values that are integrated into the curriculum are: justice, dignity of life, peace, harmony, acceptance and respect for diversity in religion, ethnicity, culture and gender, discipline and hard work, honesty and integrity of life, commitment to society, especially the less

privileged, etc. Thus, the curriculum including the pedagogy is designed integrating these cross cutting issues pertaining to gender, environment and sustainability; and human values and professional ethics in varying degree in all the departments across the different schools. Whatever is needed to achieve these goals, is our obvious duty to perform and University celebrate different days such as Martyrs Day, Rally on Constitutional Day, Human rights Day , Youth Parliament Day to appreciate our constitution and to aware our students to be the part of this community. Every year Republic day is celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Similarly Independence Day is also celebrated every year to highlight struggle of freedom and importance of Indian constitution. Awareness procession was also organized on The National Voters day. On Gandhi Jayanti, different competitions, such as essay writing, Debate, Group Discussion etc are organized to remember the legacy of Mahatma Gandhi. The young learners get inspired and motivated by narration of our forefathers who had a vision for our nation. Our University also encourages group volunteerism through seminars aiming at developing students 'personality and undertaken various activities from time to time to spread social awareness about issues like Communal harmony, drug abuse, health and hygiene, disaster management etc.

Following the footstep of its Founder S. Lal singh, who was such visionary as had practiced values in life, discharging societal and national obligations and had followed noble ideals and participated in our national struggle for freedom and promote harmony and secularism, basic and inherent values are nurtured in university and is subsequently supplemented by education in different departments. The institute is a role model of best governance and democracy. Not only has the students and employees but every citizen of the town respected the institution for its contribution to social development. It reflects the strong attachment of the students, employees and the citizens towards the values of Indian Constitution. Our institution had arranged number of programmes covering freedom of expression through which the students can get courage to express them.

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

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

Response: B. 3 of the above

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

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

India is well known for its festivals and cultural diversity. Desh Bhagat University promote student to relate with the cultural heritage and connect with their roots, by inculcating the importance of protection, preservation and propagation of Indian culture. International Days are also celebrated with great enthusiasm. Institute pay tribute to all the national heroes on their anniversaries. The event is followed either by lecture, rally or the competitions like elocution, singing, wallpaper, and rangoli etc. The college organizes activities on these days of national importance to recall the events or contribution of our leaders in building the nation and imbibe moral and ethical behavior of students in their professional and personal lives. National festivals play an important role in planting seed of Nationalism and Patriotism among people of India. In university these events are celebrated with great enthusiasm. Our students are on a mission towards better India by breaking the boundaries of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programs conducted on these days. The institution practices pluralist approach towards all religion functions and encourages the students and faculty to showcase the same. Every year our institute organizes the national festivals and birth / death anniversaries of the great Indian personalities. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular. The Faculty, Staff and Students of the Institution all come together under one Umbrella to celebrate these occasions and spread the message of Unity, Peace, Love and Happiness throughout. Various Important days such as National Dentist Day is celebrated every year in the month March, Pedodontics Day and Orthodontics Day every year with same zest & zeal, to raise awareness about the importance of oral hygiene so that people will know more about how to care for teeth. This day also encourages people who generally avoid visiting a dentist for a regular check-up. Various other days like International Yoga Day, Independence day, Republic day are celebrated on regular basis every year. Festivals like Diwali, Holi, Lohri, Gurpurab, Basant panchami are celebrated every year with great pomp and show. All the students of our university come together and celebrate it with great fervour & enthusiasm. Keeping its Indian values intact, our aim imparts right kind of education based on moral values & ethics which makes our students responsible global citizens.

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs of some of the events | View Document |
| Any other relevant information | View Document |
| Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices**7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.****Response:**

Title of the Practice 1: Social Community Initiatives and Sustainability

1. **Objectives of the Practice :** Community service help students learn address real needs and by solving real problems they learn to apply classroom learning to real world context. It has not only benefited local community, it has also touched lives of students who are uncertain about their direction.
2. **The Context :** The local communities around the university campus in itself demonstrated the situational challenges of the villagers and thus gave the opportunity to create an empathy with these communities for lack of proper medical facilities, carrier guidance and counseling to youth, lack of awareness about rights, health and hygiene
3. **The Practice :** DBU has adopted 5 villages namely Saunti, Salani, Jalalpur, Khanyan, Khumna. The students and faculty through its various clubs like Unnat Bharat, NSS, Eco club, Gender champion club and various departmental clubs serve in the villages around the campus.
 1. **Medical checkup camps:** Medical facility is the basic necessity irrespective of age, gender and community. Desh Bhagat Dental hospital and Desh Bhagat Ayurvedic hospital organize camps in adopted villages wherein team of doctors provide health services amongst the underprivileged. Free medicine distribution is helpful for the villagers who earn a meager income and cannot afford expensive health care services offered by hospitals or clinics. The team also raises health awareness among the community and teaches them to deal with communicable and non-communicable diseases.
 2. **Kisan mela** is organized as an extension activity for farmers to provide a platform where farmers can interact with experts, gain knowledge about latest technology. DBU has been organizing kisan mela since 2018 every year in month of March and has received a good response every year.
 3. **Unnat Bharat activities:** The Unnat Bharat Club has identified challenges and evolved appropriate solutions of accelerating sustainable growth. UBA along with other club of university has taken various measures like awareness programs on health & hygiene, gender sensitive issues and environment conservation. DBU has collaborated with Radio 107.8 FM and through its programmes it has enabled sharing of information about initiatives and schemes of Govt for community, programmes are on aired for farmers, and community health and talks on various important topics like depression, importance of Yoga, family values, Covid 19 etc. is being done.
 4. **Services in pandemic:** University staff was trained for providing services in the pandemic situation for which faculty was awarded by various organizations for their outstanding contribution during lockdown. Staff was trained to make sanitizer and masks that was distributed in the villages free of cost. Sanitization of adopted villages was done. University provided facility of 40 bedded hospital to district administration as quarantine centre.
 5. **Other Activities:** DBU organize legal camps involving Sarpanch of the villages to ensure participation of maximum number of villagers. It is requisite to properly educate children about drugs abuse awareness. It is done through conducting various activities related to social issues in the society such as nukkad-natak, workshops, rallies, lectures and seminars. Various scholarships are provided to the students which motivate students to take up higher studies. IEDC incubators provides various skill development courses and organizes workshops to develop skills in people so that they can support themselves.
4. **Evidence of Success :** The increase in demand of medical camps and positive response of patients, agricultural extension service and the appreciation letters that the officials have given to acknowledge the efforts speaks in itself for the evidence of success. Response of farmers in Kisan Mela organised by university every year and increased number of participants, audiences and

visitors is evidence of success of efforts of the university. Some villagers have got connected with the students and teachers and always look forward for the new approach and connection. Community service has helped students to use their talents and knowledge to change lives including their own.

5. **Problems Encountered and Resources Required** : The university works on a methodology of internal coordination, monitoring, team work with continuous learning and improvement. At all levels for effective planning, execution, monitoring, reporting and record keeping of all activities manpower is required as the process is manpower intensive so we need faculty time. Sometimes at certain level limitations are being faced in generating the required resources to operate the various outreach programmes. However, a participative culture of voluntary service in the University enables undertaking of various initiatives to ensure that we fulfil our commitment to our social service programmes. Though there is an infirmary service on the campus staffed by qualified personnel, there is the requirement of a mobile dispensary which will have the ability to penetrate in to the rural areas and enhance accessibility of health care to the people. In addition, problem faced was to convince the village people for their active participation. Change of mind set of villagers and motivating them was a biggest challenge. Laptops are required for you-tube videos to be shown to villagers to make them understand the things. Government official support and requirement is felt at each step to make yourself heard.

Title of the Practice 2 : Participative Experiential learning by Mentor Mentee Concept

1. **Objectives of the Practice** : In respect to the diversified background of students, their personal aptitude and abilities of learning DBU have adopted a practical and experiential based learning methodology. We incubate the potential of students, enabling them to choose their unique paths wisely. It helps to inculcate self-growth, self-worth and empowering of potential of the students through competence building. The mentors play a vital role in guiding mentee and facilitate their participation in decision making in sensitive issues so that they develop positive attitude and wisdom to bear the stress of practical life and various areas related to their development and excel in life not only in monetary terms but also in terms of their happiness and satisfaction.
2. **The Context** : Education needs to be more evolved that focuses on creativity and innovation. It is important to introduce students to environments that offer them the opportunity to explore and understand at their own pace, supplementing the more 'traditional' learning from the educational system. It is evident that the students have short attention spans and it is important to teach them in an engaging, fun manner through mediums they like such as audio visual aid.
3. **The Practice** : As a routine in teaching learning process, various activities are organized such as camps in villages, visits to industries, seminar, training sessions and workshops by inviting subject expert, resource persons from various organizations related academia, research and industry in order to ensure that students can link theory with its practical implications and develop their skill in accordance to the demand of industry. Students are involved in active interactive sessions that help in developing a feeling of responsibility in learners and makes learning a process of construction of knowledge. In lieu of the same Faculty development programmes are also arranged to update the knowledge of faculty and groom up their intellectual level as well because we very well understand that faculty plays a role of interface between highly developed digital platforms and students. Through constructive feedback, open communication, inculcating a culture of critical thinking and holding an array of in-depth discussions, the university has managed to uplift its students in true essence of life lies outside the bounds of black and white, and in wide varieties of shades. Students are involved in groups. The role of the mentor of the group is crucial in helping the students and guiding the problem solving learning process. Mentor usually follows the steps that help in

clarifying the concepts, defining the problem which is further discussed and analyzed. It leads to identification of the possible solution and its application. In case based learning, students develop analytical thinking and reflective judgment by reading analyzing and discussing real life situations.

4. **Evidence of Success : Entrepreneurship Development Campus (IEDC)** has been constantly and pro-actively trying to touch the lives of youngsters by taking them in the fold of entrepreneurship. Out of all efforts done by team of IEDC one top inspiring startup story is of Ms. Diksha Sharma, who has been able to establish her startup and wear the crown in her niche with her hard work, dedication and struggle.

5. **Problems Encountered and Resources Required :** This type of learning usually sounds difficult for students as student's basic knowledge may not be sufficient to solve some of the curriculum based problems. Adopting this method is time consuming so sometimes it requires more compact way to cover the topics. Assessment has to carefully designed especially when it involves marks for grading. In spite of the issue this methodology of learning has proved to be long term retaining of material and developing skills along with improving the students. But issue of syllabus coverage results in primitive methods of teaching such as lectures and reading on later stages sometimes. This methodology requires continuous vigilance and restructuring the format and plan of curriculum so that it does not affect the exam score of a student at the end.

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

7.3 Institutional Distinctiveness

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

Response:

Women Empowerment

The empowerment of women in terms of socio economic and health status is essential for sustainability of gender equity in society. Women consistently work for entrepreneurial activities, home making and raising future. In view of the same university has been pro-actively working in three fields

1. Awareness activities
2. Skill development
3. Support for livelihood

1. **Awareness Activities:** Awareness on the rights and duties which support the social upliftment of women are facilitated through women sensitization programmes conducted as a regular practice by university in adopted villages.

2. **Skill Development:** University has demonstrated that illiteracy is not a barrier and has provided opportunity to women who can barely read and write to get trained to become skilled professionals.

One of the remarkable contributions is the research project being funded by Department of Science and Technology (DST, Govt. of INDIA) Entitled, “Development of Women Business Park for Empowerment of Rural Women in selected Villages of Fatehgarh Sahib, Punjab using Eco-FriendlyInnovations”. It focuses on the following.

1. This project focuses on providing sanitary napkins which can be locally manufactured using wood pulp/local cotton/cloth waste using existing infrastructure and is eco-friendly especially for women who belong to rural India. As DBU is located in a rural area, this project helps a lot of rural women in prospect of hygiene as well as in giving opportunity to work.
 2. This project focus on training women in making more creative designs of phulkari in order to add value to their product and thus raise their income by making it more attractive.
 3. This project aims at making eco-friendly party plates that can be made of products such as bamboo, wooden, sugarcane etc. this can be used as an alternative for the plastic party plates that litters land that is unhealthy. Thus the plates made by degradable material can help in solid waste management. Moreover, women can be skilled in making the plates that can help them in making self-help groups and start with their own enterprise.
 4. The execution plan of the project includes a capacity building exercise involving women through group training. Products made during training can be distributed to women in slum areas. Later these women can make their self-help groups and set their own enterprise for the production of these products. Sanitary napkin distribution has been done during COVID 19 lockdown with due permission of ADC, Patiala in local areas to promote hygiene.
3. **Support for livelihood:** In addition to extension awareness and skill development activities. Transport facilities are provided to the rural areas for easy access to the campus so that girls from rural areas can get can exposure and reach out to education. Scholarships are also given to girls to promote the education. The university management has been supporting the women staff in terms of finance and other basic facility to the make them independent and self-sustainable. Following are some of the case studies of the same.

Case Studies

- **Paramjeet Kaur (2011-2020)** Paramjeet ji is associated with DBU from past 9 years. At the time of joining she was only 12th pass and joined as a peon in Nursing college. When she joined, she was suffering at the hands of in laws facing domestic violence. University supported and motivated her to become self-sustained and stable. University provided her the opportunity to study further almost free of cost and with this support she qualified ANM nursing course from DBU itself. After her evident hard work and dedication, she was promoted to be warden of girl’s hostel in year 2017. She is avails free residence inside and her son is given admission is school at 50% concession. She says that due to the University support that she got from the management she got empowered to withstand the family dispute that she is going through and make her self-sustained.
- **Premlata (18 years of service)** Smt. Premlata ji is serving university since 2002. Her husband met with a car accident while serving DBU in 2002 and lost his life. She had 5 daughters, the youngest being 4 months old at that time. She became homeless as her husband was the only source of income. At this time of crisis, university supported her by giving her place to stay in staff quarters. She was taken care of for basic necessities and in spite of being illiterate she was given job to earn and raise her children with self-respect. Today her daughters have got basic necessary education and are skilled to self-support her. She says that without university support it would have been difficult for her to take care of her kids and support her family.
- **Mrs. Harpreet Kaur :** Mrs. Harpreet Kaur stated that her first job was at gas agency where she

was not paid off for hard work. She joined DBU in March 2003. She was metric at the time of joining. After joining she completed her 12th and was further motivated by university management to pursue her studies. She got admission in Punjabi University and completed Diploma in Library Science. After that she was promoted at the post of librarian in the university. She had 3 kids who all studied in university at 50% concession that helped her to impart basic education facility to her kids. She says that she got a good environment in university and learnt to live here. University supported her professionally and emotionally because of which she is independent and doing a respectable job and leading a respectful life.

Girl Student Entrepreneur Success Story : Diksha Sharma student of Agriculture belongs to a middle class family. With the zeal of learning she proactively attended seminar and workshops organized by IEDC and got motivated to have her own startup. She with the help of IEDC team of mentors started her own venture as a small scale industry of textile at her own name. She has become independent at a very young age and is motivated to take her startup to the next level.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Desh Bhagat University has created a movement of societal change of mindset and crafted a rational thinking among youth and community members about entrepreneurship, social responsiveness, gender equity, women empowerment, and education. DBU has proven its strength in following areas.

- Innovation and Entrepreneurship Development Campus (IEDC) of Desh Bhagat University is an approved and listed Incubation center by Punjab State Government. IEDC has five incubators namely Technical Business Incubator, Agri & Food Incubator, Design Incubator, Livelihood Incubator, Bio Incubator that helps students, unemployed youth and local community to incubate their business ideas and establish startups. IEDC has successfully set up 10 startups in the fields of fashion, Fine Arts, Engineering, Ayurveda, Tourism, Hotel Management and Business Management and has educated more than 7000 students and local community members on entrepreneurial opportunities.
- DBU proactively involves its staff & students in community engagement and social welfare activities. DBU has adopted five villages under UNNAT BHARAT ABHIYAN run by Central Government of India and works in collaboration with these villages for upliftment of the marginal section of society and organizes free medical camps, hygiene guidance, career guidance, skill development programs, expert advice for entrepreneurial ventures and varied social welfare activities, awareness programs on female feticide, right to education, right to information, drug abuse etc. The Sarpanchs' -Representative of Village, work in cohesion with the university and have appreciated the noble efforts of university specifically during Covid lockdown and same has been recognized by Punjab State Government, Local Administration.
- DBU believes that empowerment of women in terms of socio economic and health status is essential for sustainability of gender equity in society and is working in this direction by generating awareness, providing educational opportunities, skill development for earning livelihood. University has started, Department of Science & Technology. Govt. of India, funded research project "Development of Women Business Park for Empowerment of Rural Women in selected Villages of Fatehgarh Sahib, Punjab using Eco-Friendly Innovations" which provides training to women on manufacturing Sanitary Napkins, computerized design of Phulkari (folk embroidery of Punjab) and eco-friendly party plates to earn their livelihood for economical independence.

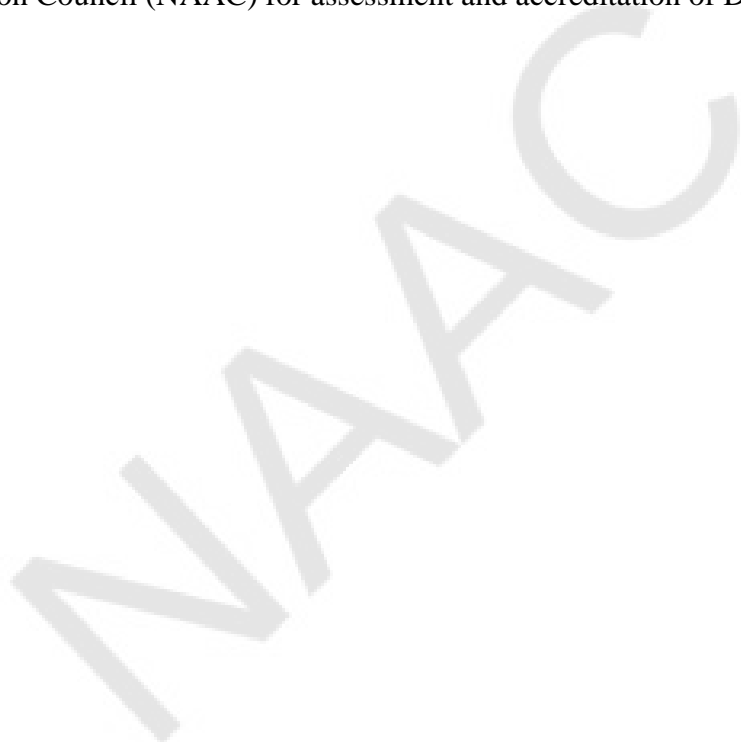
Concluding Remarks :

Desh Bhagat University is committed to achieve the highest levels of excellence and assure quality in all its procedures and systems, academic and non-academic endeavors. Spread over 35 acres of land, University provides one of the best ambience, ICT enriched teaching and learning experience, ecosystem, support system, professional networking, leadership, research orientation, environmental awareness, ethical values and societal conscience. University focuses on continuous improvement and upgradation of qualifications, knowledge and skills of teachers. Feedback from all stakeholders is collected to take corrective actions in the curriculum delivery and to adopt the creative, innovative and futuristic teaching methodologies. University provides an excellent environment conducive for research & innovation and also encourage faculty with financial assistance and incentives to instill research aptitude in them. Innovation and Entrepreneurship Development Campus of DBU has five incubators i.e. Technical Business Incubator, Agri & Food Incubator, Design Incubator, Livelihood Incubator and Bio Incubator to motivate and develop entrepreneurial skills in faculty, staff and local

community. University is actively participating in social responsibility initiatives and is engaged with local communities and marginal sections of society for capacity building and to bring them into the mainstream. Five villages of District Fatehgarh Sahib has been adopted by DBU and university organize various programs like blood donation, tree plantation, women hygiene, free medical camps, skill development and awareness camps on social issues like female feticide, right to education, right to information, drug abuse etc.

We are fortunate to be blessed with the leadership and governance of prudent, committed and broad minded management who supports the democratic culture which is visible in decentralization practices, execution of e governance, participative management and professional & skill development opportunities.

With great joy and pride, we submit this Self-Study Report (SSR) for kind consideration of National Assessment and Accreditation Council (NAAC) for assessment and accreditation of Desh Bhagat University.



6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|-----|------|-----|-----|-----|
| 1.1.3 | <p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1986</td> <td>1958</td> <td>1754</td> <td>1709</td> <td>1507</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>203</td> <td>1088</td> <td>264</td> <td>255</td> <td>600</td> </tr> </tbody> </table> <p>Remark : DVV has only considered courses having focus on employability/ entrepreneurship/ skill development as per supporting data template shared by HEI</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1986 | 1958 | 1754 | 1709 | 1507 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 203 | 1088 | 264 | 255 | 600 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 1986 | 1958 | 1754 | 1709 | 1507 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 203 | 1088 | 264 | 255 | 600 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years.</p> <p>Answer before DVV Verification : 200</p> <p>Answer after DVV Verification: 186</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.2 | <p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has not considered report without sign and stamp of competent authority.</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</p> <p>(Excluding Supernumerary Seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>377</td> <td>356</td> <td>455</td> <td>357</td> <td>502</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 377 | 356 | 455 | 357 | 502 | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 377 | 356 | 455 | 357 | 502 | | | | | | | | | | | | | | | | | |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 377 | 356 | 455 | 357 | 491 |

2.4.2

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 65 | 54 | 55 | 71 | 61 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : Relevant document not provided by HEI.

2.4.3

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

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 1294

Answer after DVV Verification: 473

Remark : DVV has only considered experience of over a year and above

2.4.4

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 1 | 0 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 19 | 24 | 31 | 43 | 38 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 24 | 31 | 43 | 38 |

Remark : DVV made the changes as per documents for revaluation provided by HEI.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 7 | 4 | 6 | 5 | 5 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 1 | 0 | 0 |

Remark : DVV has not considered NET.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12.6 | 19.96 | 5.5 | 4.50 | 5 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12.6 | 19.96 | 5.5 | 4.50 | 0 |

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

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

Answer before DVV Verification : 141

Answer after DVV Verification: 140

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

Answer before DVV Verification : 1997

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 54 | 51 | 49 | 39 | 32 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 54 | 48 | 48 | 28 | 23 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 18 | 15 | 11 | 10 | 8 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : DVV has not considered appreciation and participation certificates. Award received

from own institution.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 51 | 160 | 188 | 137 | 153 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 20 | 90 | 120 | 105 | 100 |

Remark : DVV has cross check the ISSN number from UGC care website.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 9 | 42 | 6 | 7 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 9 | 28 | 6 | 5 |

Remark : DVV has made the changes as per books and articles published in assessment years.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 53 | 85 | 48 | 14 | 6 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1 | 0 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 69 | 52 | 47 | 35 | 25 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 36 | 52 | 31 | 16 | 24 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5543 | 3644 | 2768 | 1476 | 1359 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4866 | 2180 | 2484 | 1249 | 1330 |

Remark : DVV has not considered report without highlighted the number of students participated in extension activities.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9 | 12 | 14 | 8 | 29 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 8 | 8 | 8 | 11 |

Remark : DVV has made the changes as per provided collaborations letter of research projects with highlighted HEI name by HEI.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 30 | 32 | 17 | 9 | 15 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 19 | 19 | 17 | 9 | 14 |

Remark : As per SOP, Dvv has made the changes as per supporting documents by HEI.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 263.54 | 257.35 | 254.93 | 244.52 | 237.52 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 263.54 | 13.30 | 18.26 | 6.89 | 468.85 |

| 4.2.3 | <p>Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>22.24</td> <td>12.74</td> <td>24.99</td> <td>1.79</td> <td>7.25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 734"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>22.24</td> <td>12.73</td> <td>24.98</td> <td>1.79</td> <td>20.40</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 22.24 | 12.74 | 24.99 | 1.79 | 7.25 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 22.24 | 12.73 | 24.98 | 1.79 | 20.40 |
|---------|--|---------|---------|---------|---------|---------|-------|-------|-------|------|------|---------|---------|---------|---------|---------|-------|-------|-------|------|-------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 22.24 | 12.74 | 24.99 | 1.79 | 7.25 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 22.24 | 12.73 | 24.98 | 1.79 | 20.40 | | | | | | | | | | | | | | | | | |
| 4.2.4 | <p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 560 Answer after DVV Verification: 435</p> <p>Remark : DVV has made the changes as per average of teacher and students using library per day on 16/09/2019, 17/09/2019, 18/09/2019 and 20/09/2019.</p> | | | | | | | | | | | | | | | | | | | | |
| 4.3.1 | <p>Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)</p> <p>4.3.1.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 132 Answer after DVV Verification: 16</p> <p>Remark : DVV has made the changes as per supporting geotagged photos of ICT enabled classroom provided by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 4.3.4 | <p>Available bandwidth of internet connection in the Institution (Leased line)</p> <p>Answer before DVV Verification : A. ?1 GBPS Answer After DVV Verification: E. <50 MBPS Remark : Documents are not provided by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 4.3.5 | <p>Institution has the following Facilities for e-content development</p> <ol style="list-style-type: none"> 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) | | | | | | | | | | | | | | | | | | | | |

4. Mixing equipments and softwares for editing

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: E. None of the above

Remark : Purchased bill of following facilities not provided by HEI.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1527 | 811 | 741 | 480 | 510 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 480 | 0 |

Remark : Sanction order has only provided for the year 2016-17.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1427 | 1287 | 984 | 598 | 566 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1487 | 1337 | 1005 | 665 | 586 |

Remark : As per supporting documents provided by HEI

5.2.1 Average percentage of students qualifying in state/national/ international level examinations

during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 13 | 20 | 4 | 2 | 1 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9 | 19 | 3 | 0 | 0 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 37 | 23 | 4 | 2 | 1 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 37 | 23 | 4 | 2 | 1 |

Remark : DVV has not considered those students which certificates are not provided by HEI.

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

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

Answer before DVV Verification : 461

Answer after DVV Verification: 96

Remark : DVV has not considered those students which supporting documents are not provided.

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 events (award for a team event should be counted as one) year - wise during the last five years.**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| | | | | |

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3 | 14 | 14 | 30 | 3 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3 | 16 | 8 | 0 | 0 |

Remark : DVV has considered only awards received from all India inter-university. DVV has not considered award received from District level.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 25 | 28 | 27 | 26 | 25 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 20 | 24 | 24 | 22 | 22 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 71 | 26 | 22 | 15 | 22 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 38 | 20 | 15 | 10 | 9 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 41 | 36 | 32 | 27 | 23 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 20 | 11 | 8 | 9 |

Remark : Program less than 5 days has not considered.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 317 | 281 | 203 | 146 | 178 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : Supporting participating certificates of teachers has not provided.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| .56 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : Provided documents are in regional language.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 3.05 | 1.06 | .75 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 4 | 3.05 | 1.06 | .75 |

6.5.2 Institution has adopted the following for Quality assurance

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

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

Answer After DVV Verification: C. 3 of the above

Remark : DVV has not considered input in the absence of the documents.

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**

| | |
|--------|---|
| | <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : Deviation as per geo tagged photos provided for Rain water harvesting, borewell, and construction of tanks and bunds</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : As per supporting documents provided by HEI</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 1.1 | <p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>114</td> <td>115</td> <td>109</td> <td>107</td> <td>108</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>106</td> <td>102</td> <td>99</td> <td>101</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 114 | 115 | 109 | 107 | 108 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 105 | 106 | 102 | 99 | 101 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 114 | 115 | 109 | 107 | 108 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 105 | 106 | 102 | 99 | 101 | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of departments offering academic programmes Answer before DVV Verification : 31 Answer after DVV Verification : 38</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4318</td> <td>3922</td> <td>3845</td> <td>3760</td> <td>3350</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1865</td> <td>1339</td> <td>1362</td> <td>1228</td> <td>1362</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 4318 | 3922 | 3845 | 3760 | 3350 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1865 | 1339 | 1362 | 1228 | 1362 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 4318 | 3922 | 3845 | 3760 | 3350 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 1865 | 1339 | 1362 | 1228 | 1362 | | | | | | | | | | | | | | | | | |

| 2.3 | <p>Number of students appeared in the University examination year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3372</td> <td>3567</td> <td>3535</td> <td>3509</td> <td>3107</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 461 986 573"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3214</td> <td>3550</td> <td>3520</td> <td>3489</td> <td>2890</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 3372 | 3567 | 3535 | 3509 | 3107 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 3214 | 3550 | 3520 | 3489 | 2890 |
|---------|---|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 3372 | 3567 | 3535 | 3509 | 3107 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 3214 | 3550 | 3520 | 3489 | 2890 | | | | | | | | | | | | | | | | | |
| 2.4 | <p>Number of revaluation applications year-wise during the last 5 years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 734 986 846"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>19</td> <td>19</td> <td>24</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 925 986 1037"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>24</td> <td>31</td> <td>43</td> <td>38</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 22 | 19 | 19 | 24 | 32 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 6 | 24 | 31 | 43 | 38 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 22 | 19 | 19 | 24 | 32 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 6 | 24 | 31 | 43 | 38 | | | | | | | | | | | | | | | | | |
| 3.2 | <p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1205 986 1317"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>473</td> <td>464</td> <td>411</td> <td>318</td> <td>331</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1395 986 1507"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>473</td> <td>464</td> <td>341</td> <td>248</td> <td>261</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 473 | 464 | 411 | 318 | 331 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 473 | 464 | 341 | 248 | 261 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 473 | 464 | 411 | 318 | 331 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 473 | 464 | 341 | 248 | 261 | | | | | | | | | | | | | | | | | |
| 4.1 | <p>Number of eligible applications received for admissions to all the programs year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1697 986 1809"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2103</td> <td>1523</td> <td>1575</td> <td>1362</td> <td>1469</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1888 986 2000"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2430</td> <td>2274</td> <td>1980</td> <td>2014</td> <td>2115</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2103 | 1523 | 1575 | 1362 | 1469 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2430 | 2274 | 1980 | 2014 | 2115 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 2103 | 1523 | 1575 | 1362 | 1469 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 2430 | 2274 | 1980 | 2014 | 2115 | | | | | | | | | | | | | | | | | |
| 4.2 | <p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during</p> | | | | | | | | | | | | | | | | | | | | |

last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1057 | 972 | 881 | 891 | 934 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 733 | 673 | 612 | 612 | 643 |

4.3 Total number of classrooms and seminar halls

Answer before DVV Verification : 185

Answer after DVV Verification : 16

4.4 Total number of computers in the campus for academic purpose

Answer before DVV Verification : 600

Answer after DVV Verification : 1

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1687.41 | 1895.44 | 1684.76 | 1677.99 | 1088.13 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1687 | 1895.44 | 1684.76 | 1677.99 | 1088.13 |