SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CENTRAL UNIVERSITY OF RAJASTHAN

NH-8, VILLAGE BANDAR SINDRI, TEHSIL KISHANGARH, DIST. AJMER
(RAJASTHAN)
305817
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Central University of Rajasthan (CURaj) was established in the year 2009 by an Act of Parliament (Act No. 25 of 2009). This University was established with the aspiration to be one of India's most dynamic and vibrant universities in order to impart cutting-edge education to all the learner communities. The University is fully funded by the Government of India that provides quality education to all, especially those coming from humble socio-economic background and seeking quality education.

To date, CURaj has successfully completed a journey of 13 years since its establishment in the year 2009. In this short span of time, the University has emerged as one of the top academic institutions by adopting cutting-edge technology to impart knowledge for global outreach. The University is one of the fastest-growing and flourishing institutes of higher education in Rajasthan.

In the last 13 years of its journey, the University has emerged as a green and pollution-free campus which promises to provide an aesthetic and salubrious environment to nurture and optimize academics, research, and holistic development by engaging the students and staff members in various sports and cultural activities that are crucial for maintaining the well-being of the students and nurturing their potentials. Currently, Professor Anand Bhalerao is the Honorable Vice-Chancellor under whose guidance and leadership the University is blossoming ever since he took over the charge of Vice-Chancellor, on 24th January 2022.

Contours of Academic Growth

CURaj which made a humble beginning with two PG programs is now a full-fledged University with a wide array of PG, Integrated PG and PhD programs across 32 Academic Departments running under 12 different Schools. All academic programs at CURaj have been designed in alignment with the vision of the University to nurture thoughtful, sensitive, and responsible citizens. These programmes are highly standardized, designed to generate high employability, with an apt mix of knowledge and skills focusing on sustainable development. Some of the programs that require special mention are Yoga Sciences, Sports Sciences, Digital Society, Big Data Analytics, Cultural Informatics and Atmospheric Sciences which were introduced in line with the emerging global trends in academia. All the ongoing courses are revised and updated from time to time to meet the global needs in the concerned discipline through a rigorous process of academic deliberations.

Vision

Sustainable Development through Excellence in Education, Innovation, and Performative Societal Change

Mission

- To create and sustain an inclusive environment that inspires students to undertake an intellectually challenging, socially engaging, and transformative learning experience.
- To develop an ecosystem for research and innovation wherein individual potential can be harnessed to provide sustainable solutions for global concerns.

- To impart value-based holistic education and develop resilient and skilled human resources that contributes to nation building.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Well-designed outcome-based curricula addressing global needs, flexibility (CBCS), and employability of students and inculcating Human Values
2. Highly qualified faculty with international exposure and excellent research credentials.
3. Vibrant research culture with quality publications, funding from DST, DBT, UGC, and other National and International agencies for research, and opportunities for international exposure to the students and faculties with seed grants from the university.
4. Excellence through research by quality publications with high impact factor, citations and need-based innovative research.
5. Well-established research facility and infrastructure to carry out fundamental and applied research.
6. A Central sophisticated Analytical instrumentation facility (CIAF) accommodating state-of-the-art equipment to catalyze interdisciplinary research.
7. Well-maintained 518 acres of green campus with state-of-the-art infrastructure to cater to academic and administrative needs of the programmes being conducted for the growth of the students.
8. The library, strengthened with LMS, has a rich collection of text books, reference books, e-journals, and a reading hall that can accommodate more than 500 students.
9. All classrooms and seminar halls have Wi-Fi/LAN connections.
10. Vibrant Student community from all states of the country maintaining national culture and respect for diverse thoughts.
11. E-learning environment on the campus via e-resources for better and more effective coordination and proficient delivery mechanism.
12. Continuous augmentation and renewal of infrastructure and facilities, creating a congenial and conducive work environment.
13. Sensitization and awareness for gender equality, sexual harassment, women empowerment, and leadership through curricular intervention and extracurricular practices.
14. Emphasis on inculcating human values such as tolerance, communal harmony, and inclusivity among the students and staff by promoting a sense of fraternity, friendliness, and solidarity among its stakeholder coming from different ethnicities, religions, socioeconomic, cultures, and regions.
15. Technology enabled transparent administration with ERP and effective engagement of Alumni through technological platforms and grievance portal to cater to grievances of students.
16. Automation of Examination System and digital assessment.
17. Well-maintained sports and gym facility with modern equipment.
18. Accredited Grade A by NAAC in its first cycle.
19. Effective utilization of natural resources with roof-top photovoltaic solar plants, solar water heaters, water recycling, food recycling, etc.
20. Established Research and Innovation cell for developing entrepreneurial skills among students.

Institutional Weakness

1. Limited Industry - Institute interaction due to limited accessibility and rural location reduces

opportunities for students.

2. Limited hostel accommodation facility hampers the academic growth in terms of Intake Capacity and new programmes.
3. Limited presence of international students on the campus due to remote location of the University.
4. High potential of faculty is not reflected in developing consultancy activities.
5. Though the present infrastructure of the library is sufficient to cater to the needs of the ongoing programmes, the University requires a permanent Library Building.
6. There is a requirement of the Incubation Centre to create start-up ecosystem.

Institutional Opportunity

1. Promotion of inter and trans-disciplinary research for overall development of society.
2. Scientific validation, documentation, and preservation of indigenous/traditional knowledge systems.
3. Opportunity to bring full e-governance at all levels of University functioning.
4. Enhancement in Academic, Administrative infrastructure and library facilities to enhance intake capacity & introduce new programmes.
5. Meaningful interaction with industry, effective engagement of Alumni for placement of students and address issues of employability.
6. MoU with International Universities for Twinning and Dual degree programmes.
7. Effective implementation of National Education Policy 2020.
8. Undertaking research problems relevant to developmental imperatives of the rich heritage of the region.
9. Potential for revenue generation through consultancy activity, training, and capacity building programme.
10. Establishment of a Hospital and Department of Health Sciences (Medical Dept.) to meet health-related needs of the community around the University.
11. Getting ranked among top 100 universities of the country in the National Ranking by NIRF.
12. Making NCC facility available to inculcate discipline and patriotic values.

Institutional Challenge

1. Diverse students' groups and rural background is a challenge to bridge the gaps.
2. Interaction & involvement of Industry experts in curriculum development, research, and student enablement due to remote location.
3. Inadequate grant-in-aid for the creation of capital assets.
4. Retention of faculty due to remote location of the University.
5. Attracting international students on the campus.
6. Students' response for social and skill development activities.
7. Development-deprived area surrounding the University gives a rural feeling which fails to allure/ influence students.
8. Changes in market demand and skills required thereof.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The University has implemented outcome-based curricula having PEO, PO and course outcomes for all programmes being offered in 32 departments with evidently identified POs and COs. The curricula are developed as per regional national and global needs which are reflected in POs. A wide array of Ph.D., PG, and Integrated programmes are offered across the Schools. The curriculum of the programs is highly standardized and designed to give high employability, with an apt mix of knowledge and skills, focusing on sustainable development.

The University has implemented the CBCS for larger academic flexibility and enhanced employability of the students to understand their professional and individual goals. Courses relevant to entrepreneurship, human value, sustainable environment, and computational skills are offered for complete and professional development of the students.

The multi-inter-disciplinary approach allows a holistic understanding of developmental imperatives via scientific, technological, and societal dimensions keeping in mind local as well as national and international needs. Disciplines such as Yoga, Sports-Sciences, Digital-Society, Big-Data Analytics, and Cultural Informatics have been introduced in line with emerging global trends.

Schools envision developing unique capacity-building programs for continued education of teachers and professionals. Job-oriented vocational education and skill development courses are initiated in specialized fields. All schools are dedicated to develop professionally equipped human beings along with practical exposure to their respective fields and strong connect to societal values.

Thus, meeting the needs of the job sector and industrial demands for appropriate human resources is always kept at the forefront while designing the syllabi and providing practical field exposures. Internship is integral part of each programme. Students can select courses from various online resources such as NPTEL/SWAYAM. The motto of the University is not just to educate students but also to make them employable so that they can contribute responsibly to the advancement of the nation at large. The curricula are developed as per the vision and mission of the University.

A number of extra-curricular activities are conducted to bring a suitable mix and balance of academic, sports, culture, and societal-voluntary engagements, and other activities.

Teaching-learning and Evaluation

Students are admitted through a national-level common entrance test, strictly adhering to the reservation policy. Learners' learning levels are monitored through continuous internal assessment and end-semester examination, and appropriate measures in terms of remedial classes, personal counseling, special training, and enrichment activities are organized to maximize learning outcomes.

Classrooms and seminar rooms are equipped with ICT tools such as professional display boards having the facility of IR pen enabled writing, projection of PPT/PDF, and inbuilt white board, teacher tracking camera, audience tracking camera, an electronic podium fully equipped with mini-PC, audio and video recording facility. For optimized usage of these facilities, the University has procured subscriptions of Google Classrooms, Google Meet, Cisco WebEx, Microsoft Teams application, OBS studio, OneNote, Piazza, etc. which are utilized to make learning interactive as well as innovative and novel.

Also, these ICT tools and online platforms are used to provide experiential, participative, and blended learning.

Field works/ Internships and different life skills courses are integrated into the course curriculum to inculcate participatory cum experiential learning. Assignments, seminars, case studies, and semester-long projects are adopted in the teaching-learning process to develop logical thinking and practical knowledge to cultivate problem-solving ability.

Courses have been designed based on program outcomes (POs). Syllabi are framed to meet the course outcomes (COs). Mapping of the COs with the POs is done and the attainment of COs is measured using direct and indirect attainment methods. The student has the option to register for the reduced/enhanced number of credits in a semester and can choose from a basket of courses. Open electives provide an opportunity to opt for interdisciplinary courses. A transparent and well-structured examination system allows the students to monitor their progress. Final-year students are given an opportunity to clear backlogs (not more than two courses) of the last two semesters of the programs.

Excellent academic profile and research credentials of the faculty members with international exposure, make the academic environment more vibrant and productive. Faculty members regularly attend and organize conferences/seminars/web series and are actively involved in implementing extramural research grants.

Research, Innovations and Extension

Research is an integral part of the academic activity carried out by various departments at the University. The main objective of the Research and Development Cell is to promote quality multidisciplinary applied research in emerging areas of societal and industrial issues through inter-departmental research activities, and inter-institutional collaborations at national and international levels. There are research laboratories in individual departments maintained through sponsorship from different agencies such as UGC, DST, AICTE, ICMR, DBT, etc. The University has set up several facilities for research including a Sophisticated Analytical Instrumentation Centre (CIAF) having high-end equipment, Green House, high-performance computing clusters, and Media Laboratories. The University is committed to academic excellence and integrity in teaching and research through its Academic Integrity and Misconduct Policy.

A total of 32 departments have 138 eligible Ph.D. supervisors and 373 research fellows engaged in research and extension activities. Six departments have received funding under DST-FIST. The University has to its credit a total of research projects amounting to a total grant of INR Lakhs, respectively. Scopus-indexed journal 2227 publications with a University h-index of 65 having citations of 26942. The faculty and students have also received several recognitions for their contributions to research awards. There is a total of functional MoUs contributing to collaborative research. A total of 75 extension activities were hosted providing training and empowerment to the rural population and addressing the needs of the region.

Innovation Council was set up to build a strong innovation ecosystem to identify, encourage, and foster scientific talent within the University as well as surrounding areas. To promote inter-facial research, the university supports faculty members through seed money. Part of the overhead grant is also given for initiating new and innovative research in emerging interdisciplinary areas. Faculty members are also given financial support to participate in national and international conferences. The University has state-of-the-art research laboratories and it has also set up the Institution Innovation Council which plays a vital role by evolving ecosystems and mechanisms to convert young minds into high-quality technical human resources capable of doing cutting-edge research, innovation, and entrepreneurship.

Infrastructure and Learning Resources

CURaj is situated amidst a rural setting that spreads over an area of 518 acres. It has state-of-the-art physical infrastructure facilities for enabling effective teaching and learning process for faculty and students including classrooms, seminar halls, laboratories, 13 smart-classrooms developed by DLTSC, and computing facilities spread across all the schools. The University constantly upgrades its infrastructure with recent trends in education and prevailing needs and norms of statutory bodies such as UGC/ CoA/ AICTE/ PCT, etc. The Central Instrument Facility has been established to meet the requirement of collaborative and multidisciplinary research and highly sophisticated equipments worth Rs. 42 crores are being purchased.

The University boasts of sports, yoga, and fitness facilities, and has adequate infrastructure for cultural activities. It has two outdoor stadiums, one for cricket and another for football which has a 400-meter running track facility. Apart from these, there are dedicated courts for basketball, handball, volleyball, kabaddi, kKho kho, and cricket. The indoor sports area includes a badminton court, tennis court, and gym facilities for students. General campus facilities in CURaj include a Guest House, Bank, Post Office, Health Center, shops, general store, cafeteria/canteens, transit accommodation, and other facilities.

The CURaj Library is fully automated and uses KOHA open-source integrated library management software and it has also implemented RFID-enabled library services. The Web-OPAC service is available 24/7 through the CURaj campus-wide network to search the bibliographic information of the library resources. The Library holdings include 38437 print books and 4412 e-books, 6300+ online journals, 04 Online databases such as Web of Science, ISID, MathSciNet, and 593 bound volumes of print journals. The University campus is fully covered with WI-FI/LAN network. The available bandwidth of internet connection in the institute is one GBPS high-speed NKN Dedicated Link expendable to 10 GBPS. The student-computer ratio in CURaj is around 4:1.

Additional Infrastructure facilities available:

1. Dedicated Bisalpur Dam water supply.
2. Hostel accommodation facilities for all CURaj students.
3. Health center and ambulance facility.
4. Transport facilities such as Bus, e-Vehicle
5. Appropriate vehicle parking places.
6. Well-developed landscape gardens.
7. Uninterrupted power supply.

Student Support and Progression

The CURaj has a lush green campus with a wide range of flora and fauna which is the pride of the campus community along with students and teachers from diverse social, economic, linguistic, ethnic, and cultural backgrounds. The international cell of CURaj hosts international students to undergo short- term courses to full degree programmes. The University teams, both men and women, have participated in various sports events in the country. The University has a well-established system for student support and mentoring through the Grievances Rehearsal Committee, the Anti-Ragging Committee, and the Gender Sensitisation Committee - SPARSH against Sexual Harassment. The University also organizes personal enhancement and development programmes (FDP) such as career guidance and counseling, soft skills development, career-path identification, and orientation. Bridge courses are organized for freshers. Guidance regarding various examinations is also made available at the Placement and Guidance Cell.

CURaj provides additional academic support, hostel facilities free ships, scholarships, and sports uniforms and materials for the students participating in various extra-curricular activities. The University has an Alumni Association, which conducts regular meetings, and feedback is obtained from its members. Further, the Association identifies eminent alumni serving in various government/non-government organizations in India/abroad and recommends select distinguished alumni for recognition at the University convocation. Students are encouraged to organize academic activities that provide them exposure and introduces them to experts and modern developments in various fields.

Governance, Leadership and Management

Good governance is rooted in the vision of the CURaj with the moto of *"Sustainable Development through Excellence in Education, Innovation, and Performative Societal Change"*. It is deliberated in the mission documents to create an environment that encourages the students to undertake a real learning experience and also develop an ecosystem for research and innovation and provide sustainable solutions. Further, it imparts value-based holistic education to develop skilled human resources.

The University functions in a decentralized manner that consists of various statutory bodies with well-articulated authorities for good governance with maximum participation, viz. - University Court, Executive Council (EC), University Planning and Monitoring Board, Academic Council (AC), Deans Committee, Finance Committee, Building Work Committee, School Boards, and Boards of Studies. The EC is the highest authority and considers proposals/ recommendations of the AC. The Vice-Chancellor (VC) is the academic and administrative head of the University. Head of the Departments (HoDs) work together with the faculties and look after the various activities of the Departments. The Dean Academic, Dean Research, and Dean Students Welfare help the University in its functioning. The Proctorial Board deals with issues related to students' discipline.

Meetings with HoDs and Deans are held regularly and chaired by the Vice-Chancellor. The School Board supervises the preparation of a perspective/ strategic plan for the development of the respective school. Noble lecture series on quality enhancement, topics focused on fostering excellence in research are regularly conducted. The system of e-governance (ERP) is completely implemented in all the major areas, i.e., Administration, Finance, Admissions, and Examinations. It has received funding from both Government and non-government organizations. The income and expenditure are subjected to regular internal and external audits. The faculty members are encouraged to participate and provided financial support to attend workshops/ conferences. The University has been conducting programs for professional development for the teaching and administrative staff. Able leadership and the well-coordinated management have enabled the University to take effective steps in achieving its vision and mission.The University has turstworthy presense in its social media handles to highlight different achivement and activities.

Institutional Values and Best Practices

The CURaj campus provides an ideal ecosystem to ensure gender equity among students and staff. In addition to curricular intervention, various steps have been undertaken to establish gender equity on the campus. The University has been regularly organizing various gender sensitization programmes to promote a deep sense of academic coherence and fraternity among male and female students, and due consideration of female staff and students with dignity and respect.

Being located in an arid, water-deficient region of the state, CURaj has undertaken several eco-friendly and sustainable measures to maintain the natural biodiversity while keeping the campus green and natural. These measures include automation of energy conservation, integrated water harvesting and wastewater recycling, waste- management, regular plantation drive to planting trees, and increased green cover and landscaping.

To ensure energy conservation and promote harvesting the renewable source of energy, the University has installed SPV solar panels of capacity 782.95kWp (RESCO Mode 582.95 kWp and CAPEX Mode 200 kWp) The installation and functioning of the rooftop solar panels have substantially reduced the electricity bill (up to ~ 50%). Apart from maintaning an inclusive environment for students and employees on campus, the University regularly conducts several activities, focused on fostering more conducive environment for students comming from different ethnic, cultural, regional, linguistic, and socio-economic backgrounds.

Orientation programs are organized at the beginning of each academic year to create and maintain inclusiveness and mutual respect. Individual dignity for all students and employees are protected. Apart from regular classroom teaching, the students are groomed to become responsible-citizens and to contribute in the progress and development of the nation through individual mentoring.

The University regularly organizes various activities to sensitize student and employees towards their constitutional abide obligations, values, rights, duties, and responsibilities as conscious citizens. There have been several endeavors to instill social ethics and human values. University undertakes efforts to make every student academically brilliant and professionally competent to take on the rising challenges of the nation. The University undertakes research and innovations to address the partinent and contemprory societal issues. Above all, there is commitment to impart education for sustainable development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	Central University of Rajasthan
Address	NH-8, Village Bandar Sindri, Tehsil Kishangarh, Dist. Ajmer (Rajasthan)
City	KISHANGARH
State	Rajasthan
Pin	305817
Website	www.curaj.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Anand Bhalerao	01463-257508	9001001346	-	vc@curaj.ac.in
IQAC / CIQA coordinator	Pradeep Verma	01463-257504	9414071791	-	director.iqac@curaj.ac.in

Nature of University	
Nature of University	Central University

Type of University	
Type of University	Unitary

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

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

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

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	NH-8, Village Bandar Sindri, Tehsil Kishangarh, Dist. Ajmer (Rajasthan)	Semi-urban	518	2096000	UG, PG, Five year Integrated, Diploma and Ph.D.		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total

Furnish the Details of Colleges of University

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

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

SRA program	Document
AICTE	110708_8381_1_1667974382.pdf
NCTE	110708_8381_4_1667974372.pdf
PCI	110708_8381_6_1667974292.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				32				62				154
Recruited	9	0	0	9	31	9	0	40	92	36	0	128
Yet to Recruit				23				22				26
On Contract	0	0	0	0	0	0	0	0	10	12	0	22

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				151
Recruited	77	9	0	86
Yet to Recruit				65
On Contract	47	9	0	56

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				40
Recruited	20	0	0	20
Yet to Recruit				20
On Contract	6	0	0	6

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	1	1	0	0	0	0	0	0	0	2
Ph.D.	8	0	0	31	8	0	87	36	0	170
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	1	0	5	0	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	6	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	6	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Economics	Bank of India Chair Professor	Bank of India

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	71	47	0	0	118
	Female	10	14	0	0	24
	Others	0	0	0	0	0
PG	Male	272	507	0	6	785
	Female	171	361	0	1	533
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	17	1	0	0	18
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	157	0	0	0	157
	Female	182	0	0	0	182
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	11

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	329	327	0	0	656
Female	183	154	0	0	337
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	03-03-2009
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	A	3.01	NAAC Certificate.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Architecture	View Document
Atmospheric Science	View Document
Biochemistry	View Document
Biomedical Engineering	View Document
Biotechnology	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document

Computer Science And Engineering	[View Document](#)
Culture And Media Studies	[View Document](#)
Data Science And Analytics	[View Document](#)
Economics	[View Document](#)
Education	[View Document](#)
Electronics And Communication	[View Document](#)
English	[View Document](#)
Environmental Science	[View Document](#)
Hindi	[View Document](#)
Linguistics	[View Document](#)
Management	[View Document](#)
Mathematics	[View Document](#)
Microbiology	[View Document](#)
Pharmacy	[View Document](#)
Physics	[View Document](#)
Public Policy Law And Governance	[View Document](#)
Social Work	[View Document](#)
Society Technology Interface	[View Document](#)
Sports Biomechanics	[View Document](#)
Sports Bioscience	[View Document](#)
Sports Psychology	[View Document](#)
Statistics	[View Document](#)
Vocational Studies And Skill Development	[View Document](#)
Yoga	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Since its inception, the University's vision has been to provide clear sustainable solutions. It has sought to develop deep interdisciplinary knowledge and flexibility. The Central University of Rajasthan (CURaj) adopted a credit-based system for

	Interdisciplinary learning in all programmes. A total of 82 programmes, spread over 12 Schools, make the University truly multidisciplinary, integrating Science and Technology with social sciences and humanities having a wide range of minor modules and open electives. While electives and open electives make the curricula highly flexible and innovative, there is a fair balance between theory and practical components, internship, capstone projects and research-based learning. The credit-based courses in environmental science, values & ethics and community connections are compulsory for the holistic development of students. The University has implemented the NEP-2020, based on curricula as designed by Higher Education for the ten integrated programmes. The University level NEP-2020 committee has prepared a detailed guideline with respect to revision of curriculum with exit option leading to certificate / diploma.
2. Academic bank of credits (ABC):	The University has taken concrete steps towards the execution of the Academic Bank of Credits (ABC). All the programmes at the CURaj are based on the Choice Based Credit Semester (CBCS) System. The University has revised the curriculum in the light of NEP-2020. All the courses in the respective programmes have five categories, viz. Core Courses, Elective Courses, Ability Enhancement Courses, Skill Development Courses and Audit courses. CURaj promptly registered on the ABC portal and so far, 588 students have already been registered on the ABC portal. The credit details in Semester-I from the University have been uploaded on the ABC portal. Students are able to access the credit details from their respective individual account and are eligible for credit transfer. Students enrolled in five-year Integrated M.Sc. programmes have the privilege to avail themselves of the possibility of exit after three years with a B.Sc. degree. However, multiple-entry and multiple-exit in all programmes along with the integration of the academic programmes of the University with similar programmes of other Universities are in progress.
3. Skill development:	The University started skill development courses with B. Voc. in 2014. Various soft skill courses which will start under the Department of Vocational Studies and Skill Development have been planned. One such course (Diploma in Yoga and Pain

	Management) which further enhances learning practice toward young talents has already started. The Central University of Rajasthan instills a creative and multidisciplinary curriculum that focuses equally on other subjects such as humanities, sports, languages, culture, mathematics, etc. apart from science. The University acted immediately and developed a framework under NEP-2020 recognizing the importance of soft skills such as communication, teamwork, problem-solving, decision-making, analytical thinking, resiliency, etc. as imperative life skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The University hosts students, both national and international, from diverse ethnic and cultural backgrounds, it seeks to promote cultural tolerance and harmonious existence in alignment with Vasudhaiva Kutumbakam as National Policy. The University organizes a large number of value-added courses on ethics, culture, and life skills. Classroom lectures are held in bilingual mode, and to facilitate international students, classes in vernacular language are held. The University also seeks to integrate traditional Indian experience in areas such as organic farming, and sociological studies. Vignettes of the evolution of diverse Indian cultures are also taught. Teachers communicate bilingually to cater the need of diverse background of students. Culture and Media Studies, Hindi, and linguistics departments promote Indian culture and languages. Apart from that an interdisciplinary program under the Department of Society-Technology Interface connects two streams of Indian knowledge System and Modern Technology for better career opportunities.
5. Focus on Outcome based education (OBE):	The University has implemented an outcome-based curriculum in almost all programmes. The curriculum is designed unit wise, accordingly lecturer allocation to each unit, and mapping of questions with course outcome (CO) to meet the program objective (PO). Mapping of COs with POs/PSOs and correlation level, target attainment, assessment methods, rubrics, reviews, and analysis of outcomes, along with the corrective actions have been carried out. Performance in internal assessment, oral/practical exam, and ESE is being used as direct assessment tools and various survey such as exit survey, end-semester survey employer survey, peers survey were conducted as a tool of indirect assessment for the attainment of the

	COs and POs. University has established digital assessment center which will facilitate question wise performance of students in ESE with subsequent mapping with COs and POs as direct assessment for computation of attainment of COs and POs.
6. Distance education/online education:	The Central University of Rajasthan has the state-of-the- art Samarth Portal and now an ERP-based Learning Management System (LMS) to effectively support teaching-learning providing lecture capturing systems and smart boards has also been installed. The modern Media Centre facilitates e-content development. The University has licensed MS team users' credentials for blended teaching-learning and online examination tools. University is in the process of starting a distance / online education program and internationalization of education in few selected areas as per NEP-2020.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NA
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NA
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	NA
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	NA

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

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
53	53	51	45	42

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

1.2

Number of departments offering academic programmes

Response: 32

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2453	2168	1615	1306	1396

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
701	646	475	517	521

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

2021-22	2020-21	2019-20	2018-19	2017-18
2453	2168	1615	1306	1396

File Description	Document
Institutional data in prescribed format	View Document

2.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	18	22	19	20

3 Teachers

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1036	820	805	770	736

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
177	182	192	171	156

File Description	Document
Institutional data in prescribed format	View Document

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
248	248	248	234	215

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

2021-22	2020-21	2019-20	2018-19	2017-18
114709	58488	69826	60961	50020

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

2021-22	2020-21	2019-20	2018-19	2017-18
816	859	766	479	383

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

4.3

Total number of classrooms and seminar halls

Response: 85

4.4

Total number of computers in the campus for academic purpose

Response: 683

4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
3934.96	5749.83	4240.39	2702.74	1998.31

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 Central University of Rajasthan has implemented an outcome-based curriculum having POs, PSOs, and COs for all programmes being offered in 32 Departments of the University under 12 Schools. A wide array of Ph.D., PG, and Integrated programs are offered across the Departments and Schools. The curriculum of the programmes at CURaj is highly standardized and designed to give high employability, with an appropriate mix of knowledge and skills and the programs have a focus on sustainable development, which is in alignment with the vision of the University i.e., to develop thoughtful, sensitive, responsible citizens.

Different disciplines such as Yoga Science, Sports Science, Digital Society, Big Data Analytics, Cultural Informatics, and Atmospheric Sciences have been introduced in line with emerging global trends. The focus area for the school of Architecture is Waste, Water, Energy, and Human Productivity through sustainable architecture. These Schools envision developing unique capacity-building programmes for teachers and professionals, for job-oriented vocational training and skill enhancement.

The focus of the School of Earth Sciences is to provide interdisciplinary knowledge in the field of environmental sciences, atmospheric science, and its linkage with societal development. The prime goal of the School is to train and develop manpower with scientific knowledge and technical skills in the field of earth sciences to serve local and global communities.

The School of Education envisions to establish a Centre of Excellence in Pedagogy, Curriculum, and Research Methodology. The School of Engineering aims to provide excellent training to students/scholars in advanced technologies, so as to produce technically sound engineering graduates of high caliber. The School of Social Sciences is actively engaged in conducting field-based practices required for participative, inclusive, and sustainable development. The master degree programmes in Public Policy Law and Governance (PPLG) is a unique course, designed to create awareness about the Indian legal system, public relations, and their implications on society. It enables students to develop analytical and critical skills relevant to understanding the challenges of public policy and its implementation

The Department of Economics aims at educating the students about the theories and practical aspects of the national and international economy including microeconomics, macroeconomics, public economics, and development economics, and to develop multidisciplinary skills among the students to tackle complex environmental and economic issues. The curriculum has been designed and developed by a panel of experts in the concerned/ allied field along with the faculty members of the department.

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: 83.33

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

Response: 45

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

Response: 54

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: 81.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
960	920	571	556	440

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](#)

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: 56.78

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

Response: 900

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

Response: 1585

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: 98.11

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

Response: 52

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

1.3 Curriculum Enrichment

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

Response:

CURaj strives to inculcate social values and social responsibilities toward the protection of human rights and gender justice among its students by raising personal commitment, professional competence, and consciousness for sustainable development. Many courses, offered by various departments, are designed towards achieving the above objectives. The two-year M.Sc. programme in the Department of Environmental Science offers comprehensive coverage of environmental protection, conservation, management, and sustainability in a local, regional and global context. The course on Environmental Studies is mandatory for UG programs. Several courses in many academic programmes have also been offered to sensitize students towards environmental protection and sustainable development goals.

In addition, the Department of Social Work and the Department of Culture and Media Studies imbibing the spirit of social engagement through their proactive engagement on the issues of gender, social justice, human rights, moral values, and cultural ethos across a heterogenous societal fabric, which helps the students to broaden their perspectives in the domain of plurality and diversity. Anglophone literature of Northeast India as well as translated works from the region are important components of other electives offered by the Department of English that address the issues of diversities. The curriculum of the Department of Public Policy, Law, and Governance integrates the spirit of constitutional values and contemporary public policy discourses in their academic pursuits. The Department of Education provides a wide spectrum of courses related to gender, environmental sustainability, human values, and professional ethics. University has institutionalized the inculcation of Universal Human Values amongst its students and faculties through regular training programmes. University has approved a curriculum on fitness, and community services for all academic programmes, wherein students are trained in conserving and promoting the environment through community engagement. The NSS cell of the University regularly organizes various programmes to orient the students toward community services and different social welfare activities such as blood donation, tree plantation, cleanliness drive, protecting water bodies, participation of women in gram panchayat, run for unity, and celebration of national integration day, matrubhasha diwas, etc. The academic ecosystem of CURaj represents a testimony of national character that galvanizes different cultures, diversity, plurality, and solidarity.

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](#)

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

Response: 157

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

Response: 157

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document

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

Response: 50.13

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
2031	894	420	629	732

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

Response: 100

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

Response: 2453

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: B. Any 3 of the above

File Description	Document
URL for stakeholder feedback report	[View Document](#)
Institutional data in prescribed format	[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
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 65.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
1432	1267	1191	844	689

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

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

Response: 77.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
767	708	602	338	233

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:

- Students are admitted through a national-level common entrance test, strictly adhering to the reservation policy of the GoI for admission.
- During the counseling process, a presentation is given to the students about the University's academic activities and examination process. Students begin their academic activities with an induction program organized at the University level.
- Based on the interactions during the induction programs and class hours, group discussions, first internal assessments, and end semester examination (1st semester), the learners are classified into two broad groups, i.e., **(i)** slow learner and **(ii)** advanced learner. To avoid complexity in students minds these groups are named as blue group and green group. The groups are never disclosed to ensure harmony amongst the learners.
- Special bridge courses and remedial classes are conducted to enhance the learning outcomes of the blue group students.
- Besides, a group of students is assigned to a faculty mentor who facilitates their progress. Several programs are arranged to inculcate competitive spirit and positive approaches.
- The course coordinators observe the student's progress through continuous assessments such as class tests, and assignments. The tutorial classes are conducted to bridge the gaps between different groups of learners.
- Students from the green group are assigned to the blue group to help them catch up to their peers. The peer communication enables them to understand the concept in a comfortable language.
- Personal counseling is provided to blue group students by course instructors, mentors, and counseling cell in informal ways to assist them in their weak areas and suggest improvement. Desirable explanation is given and discussion is undertaken with the blue group in their vernacular language.
- Evaluated assignments and answer scripts are shown and discussed to enable the students to recognize their problematic areas and provide a path for improvement.
- For example, students from the blue group at English Department are given special training in grammar through Clarity software, in pronunciation through Sanako Pronounce, and in overall skill enhancement through Road to IELTS, Part 2. They are made to watch TED talks, listen to BBC news bulletins, and watch videos on communication skill enhancement from the British Council website.
- As a part of the course curriculum, poster competitions are organized wherein the students from the blue group learners can improve their scientific abilities and get clarification about subject concepts, whereas the students from the green group can expand their domain knowledge.
- Students from the green group are encouraged to **(i)** register for advanced MOOC Courses on SWAYAM/NPTEL, **(ii)** participate in various conferences/seminars/talks and **(iii)** undertake additional minor/major projects. Also, they work on externally funded research projects beyond class hours, which sometimes lead to publication in refereed journals.
- For ensuring the timely progression of the student from the blue group through semesters and completion of the program, there is provision for conducting I-grade exams, and repeat exams in case of students having a backlog in a maximum of two courses of the final years of the program.
- Personal counselling is also provided to learners as and when needed.

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

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

Response: 13.86

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:

The University's motto is to impart high academic thinking to ensure sustainable development process. For the same, various experiential, participative, and problem-solving learning methods are adopted.

Experiential learning:

- Classes are made interactive to foster innovative and critical thinking. Audio-Visual aids, Language Lab, and Google Classroom are some of the means utilized to provide experiential and participative learning. Additionally, students are encouraged to opt for different courses through MOOCs Platform.
- Field works/ Internships are essential components of the course curriculum, which ensure that students get exposure to academic, research institutions and industries for participatory cum experiential learning.
- Integrated M.Sc. B.Ed. students undertake a semester-long internship at different Kendriya Vidyalayas to enhance their teaching skills.
- The Yoga Department regularly conducts yoga sessions for the University fraternity to lead a healthy and harmonious lifestyle.
- Activities to enhance self-awareness, critical thinking, decision-making, effective communication, etc., are conducted in classes to facilitate experiential learning.
- Guest lectures under the "Distinguished Lecture Series" by eminent experts from across the globe are organized to supplement the learning process and provide experiential learning beyond the scope of the course curriculum.

Participative learning:

- Learning activities are developed to enhance application-based outlook amongst students. These include group discussions, case studies, seminars and presentations, role play, team activities, quiz papers, journal club presentations, extempore, just-a-minute activities, home assignments, workshops, and training programs.
- Learning opportunities such as project-based learning and experience base learning, have been implemented. In the former, students work on longer tasks that culminate into an original presentation or product. In the latter, students consider shorter projects that examine a current research problem; they collaboratively evaluate solutions to the chosen problem or report potential

solutions. These learning opportunities foster among the students the spirit of collaboration, communication, and creativity through the teacher as facilitator.

- Laboratory courses are taught as group work to promote collaborative & peer group learning and develop problem-solving capabilities. Students gain experience with different phenomena using various simulation tools with the hand-holding support from the course instructor.
- Seminar courses are conducted for students as a part of the curriculum, which facilities participative and interactive learning.

Problem-solving methodologies:

- Assignments focusing on the development of problem-solving ability are regularly given to the students to enhance their critical thinking skills.
- Case study method and design of a working model based on scientific phenomena are adopted in teaching-learning process to develop the skill of logical thinking and practical knowledge to cultivate problem-solving ability.
- A research project in the final semester is a mandatory component of the course curriculum. It allows students to develop research aptitude, creative thinking & scientific temper.
- Programme-based skill enhancement courses/activities are run at the University level to support students' personal and professional development.
- Students are assigned to edit the students' magazine *Uddan* to inculcate writing skills, working in a team, leadership skills, and decision-making capabilities.
- Participation in competitions at intra and inter-university levels and participation in the organization of various cultural activities gives exposure and opportunity for developing life skills.

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

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

Response:

- The University follows ICT-enabled teaching in addition to conventional classroom education. Efforts are made by the ICT cell and DLTSC to develop e-learning facilities and conducive environment.
- There are 12 smart classrooms in the University. Each school has one smart classroom to cater to the need of ICT-enabled teaching and learning activities. The planning is underway to provide one smart classroom (32 in all) to each department. There are two smart seminar halls with seating capacity of 250 and 100 seats respectively.
- The smart classes and seminar halls are equipped with ICT infrastructure to facilitate Offline, Online, and Blended Teaching.
- University has 1GBPS (Wi-Fi & LAN) internet connectivity available through-out the campus, classrooms, hostels, guesthouse, staff quarters. It will be extended to 10 GBPS in near future.

- The faculty members use various online tools e.g., Google Classrooms, Google Meet, Cisco WebEx, Microsoft Team application and other open-source tools for effective management and disbursement of course-related information, learning material, quizzes, assignments, evaluations, etc.
- Virtual labs are used to conduct simulations. Online drawing tools such as concept maps, and mind maps, are used to perform student-centric activities.
- Pictorial and video-based lectures facilitate a better understanding of topics involving complex mechanisms.
- The Lab manuals are mailed to students well before the experiment is performed.
- Online quizzes and polls are regularly conducted to record the students' feedback. Google Forms-based psychological tests, Interactive Quizzes (Kahoot), group activities using Jamboard etc., are developed and utilized for enhancing engagement and learning in online classes.
- Lectures, including laboratory classes, are recorded in the classroom/laboratory using Swivl device to capture the classroom/laboratory environment and the generated cloud links are shared with the students.
- Digital writing pads are used to make learning digital and interactive. For this purpose, software such as OBS Studio, OneNote etc., are used.
- In the Culture and Media Department, students are exposed to the fundamentals of photography through online simulation tools such as DOF Simulator, Exposure Simulator, Canon Play, and Nikon Lens Simulator.
- WhatsApp groups, Piazza, Google Meet, and Emails are used to provide reading materials, syllabus, make announcements and upload assignments.
- The presence of a digital library with numerous e-books and journals provides multiple users to access the articles from their comfort zone. It, therefore, makes learning more comfortable, accessible, and effective.
- Good internet facility enables students to access the massive number of free MOOCs from SWAYAM, NPTEL, Coursera, etc., that are integrated part of the course structure.
- To ensure uninterrupted teaching-learning process during COVID-19 lockdown, the ICT and DLTSC organized multiple awareness webinars about the tools for online teaching-learning and their usage.
- A few courses have been converted into digital/ online courses with the help of ICT- enabled technologies. These courses are offered to the students via NPTEL/ MOOCs.

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

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

Response: 13.86

2.3.3.1 **Number of mentors** ??????????????? ???????

Response: 177

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: 73.56

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](#)
Any additional information	[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: 92.85

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**

2021-22	2020-21	2019-20	2018-19	2017-18
169	175	178	152	142

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](#)
Any additional information	[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: 5.75

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

Response: 1017.19

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	[View Document](#)
Any additional information	[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: 29.61

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**

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	17	13	10

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: 18.85

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**

2021-22	2020-21	2019-20	2018-19	2017-18
30	18.28	15.68	13.58	16.73

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: 1.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	18	22	19	20

File Description	Document
Number of complaints and total number of students appeared year wise	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:

- University is using Information Technology in the upcoming examination process and making it easier and paperless:
- Google Classroom is used to upload and assess the components of internal assessments such as quizzes, assignments, etc.
- Online End Semester Examinations during nationwide lockdown due to COVID-19 Pandemic happened in a hasslefree environment.
- Online portals are available for students to pay their admission fees, examination fee, and generate admit cards and semester mark sheets.
- The result is uploaded on the University website
- All examination-related notices/circulars are sent online.
- Certificates/mark sheets are uploaded on the NAD-Digilocker portal, a Government of India initiative to prevent fraudulent use of academic credentials.
- An ERP system has been procured to facilitate the examination process, such as online filling of exam forms, generating admit cards, uploading marks, converting marks into grades, calculating SGPA, result declarations, generating grade sheets, online forms for redressal and re-evaluation, etc.
- The University has improved the assessment system by adopting digital assessment, which

comprises generating barcodes of answer booklets, scanning answer sheets, and evaluation of answer sheets by evaluators/moderators. After the evaluation of answer booklets, the final scores are automatically tabulated. They are provided as digital output to the existing examination system for result processing in the format required by the examination section.

- The University follows semester patterns of examination with continuous evaluation systems in all programs.
- Students appearing for one continuous internal assessment (CIA) along with a minimum of 75% attendance components as prescribed by the University are eligible to appear for the End Semester Examinations (ESE).
- Question papers for ESE are set in a common format that covers the entire syllabus. The question papers are moderated.
- As an examination reform and to incorporate transparency and fairness, answer scripts of CIAs and ESEs are shown to students. Students can apply for a re-evaluation and answers scripts are checked by faculty other than the course instructor.
- Final-year students having only backlog not more than two courses in the last two semesters of the program are allowed to apply for the special ESE.
- During the pandemic, internal assessments, and End semester examination-Exam from home (ESE-EFH) were conducted online.
- For the internal assessments, the University has used Google Classroom to upload the Question paper of internal evaluation, assignments, online Quizzes, and Viva-Voce. An outsourced platform, i.e., https://testfromhome.in, was used for conducting the ESE.
- Ph.D. pre-submission seminars and viva-voce examinations are conducted in online/blended mode.
- The University has established a centralized examination and assessment system. The Controller of Examination issues instructions for the paper setter, invigilators, examination superintendent, and students. Admit cards are issued to the students as per their course registration. The examination is conducted at the designated place as per the seating plan under the supervision of the Deans of the School of Studies. A team of teachers is assigned as Flying Squad to monitor the smooth conduct of examinations.

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

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

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)

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:

- In the alignment of 'Vision & Mission' of the University, Programme Outcomes (POs) & Programme Specific Outcomes (PSOs) for each programme are defined. To achieve the POs and PSOs, the course structures are framed with Course Outcomes (COs). Accordingly, the curriculum is configured to meet the COs and POs.
- The University adopts a holistic approach in training the students using a concept-based and curiosity-driven model of education.
- The Vice-Chancellor has conducted a series of deliberations with faculty members on vital parameters of the curriculum to formulate a uniform template featuring Background, Programme Outcomes, Programme Specific Outcomes, Postgraduate Attributes, Structure of Masters Course, Learning Outcome Index, Semester wise Courses and Credit Distribution, Course-level Learning Outcomes, Teaching-Learning Process, Blended Learning, Assessment and Evaluation, Keywords, References, and Appendices.
- The University adopted LOCF guidelines. A series of webinars and discussions were conducted to orient the teachers to enable them to revise the curriculum in sync with the NEP 2020.
- The University is following a blended learning approach (i.e., up to 40% online teaching-learning and the rest by face-to-face classes) as recommended by the UGC, GoI.
- The academic departments have revised their curriculum/syllabus in light of UGC's guidelines and the same has been integrated with the assessment process. All the academic bodies have approved the courses and programs of the University (viz., the Board of Studies, the School Board, and the Academic Council).
- The syllabus of each course of the programs is designed with a focus on learning outcomes, and is also available on the University website for broader dissemination and greater visibility. Each unit in the course syllabus is prepared based on each learning outcome. Outcome-based instructions are given to students.
- The importance of the learning outcomes has been communicated to the teachers in various meetings. Every instructor, at the beginning of the courses, outlines the course objectives and outcomes to the students.
- The syllabi are designed in such a way that the graduated students are well equipped with discipline knowledge, critical thinking, problem-solving ability, professional ethics, and communication skills.
- The lectures are planned and delivered in order to facilitate the achievement of the objectives and outcomes of the programs. Each course instructor emphasizes measuring students' performance and learning outcomes.
- The courses undertaken by the students are categorized into core courses, generic electives, and discipline-specific electives, as per the CBCS. These courses are delivered in theory, practical, or tutorial, combined mode. Different ICT-enabled tools and blended modes of learning are used to achieve the learning outcomes. Students are encouraged to take online courses from MOOCs, NPTEL, SWAYAM, etc., to make learning more effective. The course curriculum is revised as per the ordinance, i.e., every three years in order to accommodate changes that are needed to keep pace with the evolving times.

- Dissertations, project courses, internships and field trips are integrated part of the course structure of most of the programmes, and are according to the learning outcomes of the programmes.

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:

- Each course has course outcomes and evaluation criteria. The course outcomes (COs) are mapped to the program outcomes (POs). The level of attainment of POs, program-specific outcomes (PSOs), and COs are evaluated through the performance of the students in the examination for all the courses in the program.
- Achievement of COs is assessed directly by students' performance in continuous internal evaluation (formative assessment) and end-semester examination (summative assessment), adhering to continuous and comprehensive evaluation. The continuous internal assessment (CIA) and end-semester examination (ESE) consist of 40% and 60% weightage, respectively.
- The University follows two mid-semester examinations, each carrying 20% weightage. The first internal assessment comprises a written test, whereas the second internal assessment consists of assignments, projects, and presentations, evaluating the practical knowledge gained by the students in tune with the course outcomes. The ESE is based on a three-hour written examination, the question paper of which is required to test the student's knowledge from each unit prescribed for study. The ESE question papers are designed in such a way as to map the contents of the course in the best possible way. The performances of the students in the examination (answer copies of CIAs and ESE are shown to students) are discussed with them for further quality enhancement.
- Different assessment tools such as internal assessments, tutorials, home assignments, project work/dissertations, viva-voce, and seminars are used to assess the students' performance.
- Each teacher analyses the result of the students in their respective courses. Analysis of students' performance in internal tests is done, after which the strategy for improvement is made. Group discussions and seminars are organized through which the students' thinking process is assessed, and their skills and knowledge are tested. Activities such as quiz competitions, role play, and reflective activities are also held, which help to assess the knowledge and acquisition level of the students. The analysis of students' achievements and performance in the semester is completed to obtain the different levels of attainment of COs and POs. Excellent passing out percentage of the students in all programs (98%), and the average grade obtained suggests that COs and POs are attained.
- Moreover, the performance of students in the national level examination, placement in the various sectors, enrolment in higher studies, and entrepreneurship/start-up development provide an indirect assessment method for measuring the level of attainment of the COs and POs.

- Feedback of different stakeholders is also used as an indirect assessment method and it helps to measure and reckon the attainment of the COs and POs.
- For each course, the level of attainment of COs is compared with the predefined targets, and if not attained, the course coordinator takes necessary steps for improvement.
- The attainment of course and program outcomes is computed as per the UGC/AICTE guidelines.

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

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

Response: 96.43

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

Response: 676

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

Response: 701

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for the annual report	[View Document](#)
Link fo any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3

File Description	Document
Upload database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Research is an integral part of the academic activity carried out by various departments at the Central University of Rajasthan. The Research and Development (R&D) Cell facilitates various research activities including a doctoral research program, sponsored research and consultancy projects, seminars, and conference in various departments of the University. The main objective is to promote quality multidisciplinary applied research in emerging areas of societal and industrial issues through inter-departmental research activities, and inter-institutional collaborations at national and international levels. At present, **339** Ph.D. students are registered in **32** departments. A total of **185** sponsored and consultancy projects are executed during the assessment period with sanctioned grants of approximately Rs. **3563 Lakhs.** Eleven **(11)** departments are supported by DST-FIST and DBT-PG program schemes. The research work of **55** faculty members have also been recognized at the National and International levels.

The Central University of Rajasthan is committed to academic excellence and integrity in teaching and research through its Academic Integrity and Misconduct Policy. The Institution's Innovation Council was set up under the scheme of the Ministry of Education to build a strong innovation ecosystem with the aim of identifying, encouraging, and fostering scientific talent within the University as well as surrounding areas. As per the provisions of "The Central University Act 2009", the Central University of Rajasthan, promotes inter-facial research by joint appointments of teaching staff in different schools, departments and centers.

The University supports faculty members through seed money. The University provided finanicial support of approximately 30+ lacs for purchase of small laboratory equipments, to upgrade teaching and research laboratory infrascture, consumable for research during the assessment period. Part of the overhead grant for initiating new and innovative research in emerging interdisciplinary areas is also made available. It supports teachers for participating in national and international conferences. The University has initiated the best researcher and best school awards to promote research. It even has state-of-the-art research laboratories as well as a Central Instrumental Facility. **Eleven (11)** Patents have been published by faculty members of the University during the assessment period. The University has signed MoUs with various academic and research institutes for joint research activities and student/faculty exchange.

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: 30.87

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).**

2021-22	2020-21	2019-20	2018-19	2017-18
7.61	6.76	36.96	63.50	39.51

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](#)

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: 9

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
24	11	24	12	8

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

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

Response: 459

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.

2021-22	2020-21	2019-20	2018-19	2017-18
91	128	139	58	43

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](#)
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: 21.88

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: 7

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-version of departmental recognition award letters	[View Document](#)

3.2 Resource Mobilization for Research

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

Response: 263.95

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).**

2021-22	2020-21	2019-20	2018-19	2017-18
16	26.72	17.86	161.78	41.59

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

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

Response: 5130.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
2126.62	1309.16	243.64	790.80	659.82

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

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

Response: 4.51

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

Response: 158

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

Response: 175

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Institutional data in prescribed format	[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:

The Central University of Rajasthan has set up Institution's Innovation Council (IIC) under the scheme of the Ministry of Education with the aim of identifying, encouraging, and fostering scientific talent within the University family as well as surrounding areas. Our nation targets to become a 5 trillion-dollar economy by 2024. To reach this benchmark, higher educational institutes have to play a vital role by evolving ecosystems and mechanisms to convert young minds into high-quality technical human resources capable of doing cutting-edge research, innovation, and entrepreneurship. To develop this culture, IIC conducts sessions on innovations, startups, and entrepreneurship. The primary mandate is to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes while they are on campus. The IIC puts in concrete efforts to identify grass-root innovators from neighboring villages in varied domains such as agriculture, engineering, etc. In the academic year 2020-21, the IIC at Central University of Rajasthan secured a 3-star rating with 13 activities performed during the year. The University introduced a innovative project idea competation on Engineers Day to promote innovation and research among young minds.

The University also has its own IPR policy and a Consultancy-IPR-Patent-Plagiarism Committee to nurture the spirit of innovation and translate these into products, processes, and services for commercial exploitation for the wider public good. The aim is to contribute to transforming the University and society, by delivering research-led education, promoting innovation, collaboration, and fostering human values.

The University has conducted 136 programs on Research Methodology, IPR, Entrepreneurship, and Skill Development during the assessment period to create a vibrant ecosystem for research and innovation. 11 Patents have been filled/published in the assessment period while more than 200 awards/ recognitions have been received for research/innovations by faculty members and students of the University during the assessment period.

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: 135

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
30	44	17	21	23

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: 90

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
25	33	13	7	12

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

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

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	[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: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	0	2	4

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: 2.13

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

Response: 170

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

Response: 80

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: 10.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
475	374	296	295	333

File Description	Document
Institutional data in prescribed format	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: 3.13

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**

2021-22	2020-21	2019-20	2018-19	2017-18
209	99	69	99	74

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: A. Any 5 of the above

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

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

Response: 8.32

File Description	Document
Bibliometrics of the publications during the last five years	[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: 43

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	**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:

The Central University of Rajasthan has a Research and Consultancy policy. The policy on consultancy lays out the definition, scope, and nature of consultancy activities that the faculty of the University may engage in. It provides guidelines for accepting consultancy assignments, terms & conditions, and modalities for revenue sharing. Consultancy policy provides an important and effective means for the University to share its resources and expertise with the government, industry, and the social sector. The consultancy policy mobilizes experts and state-of-the-art testing and analytical instrumental facilities available across all Departments/Schools to extend to the stakeholders. This not only enables the faculty to upgrade their knowledge but also provides wider acceptance for their expertise in the field. Through consultancy assignments, faculty and research scholars establish linkages with the industry, commercial organizations, and the social sector and develop long-term relationships and collaborations with them. The University has generated **89.13 Lakh** in revenue from consultancy during 2017-2022.

File Description	Document
Upload soft copy of the Consultancy Policy	**View Document**
Upload any additional information	**View Document**

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

Response: 88.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
86.13	0	0	2.03	0

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.6 Extension Activities

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

Response:

The Community Development Cell (CDC) of the Central University of Rajasthan was established in the month of April 2015 as per the direction received from Honorable Human Resource Ministry, Govt. of India. Five villages (Sirohi, Mundoti, Khera, Bandarsindari, and Nohriya) have been adopted as model villages in the vicinity of the University for their holistic development. The Department of Social Work has been instrumental in taking up the initiative and has played a leadership role in extension activities in the neighborhood community. Since its inception, the Community Development Cell has been working to alleviate the prevailing social problems of rural residents with promotion of education and development through different interventional strategies. The Community Development Cell is a medium that can bring significant changes in the social life of rural people. It aims to achieve the holistic development of the villages in its vicinity by focusing on areas like health and sanitation, women empowerment, youth development, and education.

Following the objectives of the CDC, various activities have been carried out in the adopted villages since its inception. While working with youth in the villages, sessions on drug addiction, road safety, the role of health, nutrition, and substance abuse have been conducted. Besides, various sports activities have been carried out with youth clubs to instill team spirit and leadership among the youth of the villages. A Youth camp was also conducted in Khera village on Youth Volunteerism, life skill education, and Youth in Development. There have also been various sessions on health and hygiene with adolescent girls to raise awareness of the importance of health for girls. In addition to it, self-defense sessions with girls were also conducted. Through partnership with local schools, various awareness rallies were conducted on issues of sanitation, girl child education, promoting cleanliness, and other issues.

During the period of 2017-2022, NSS CURaj organized a special camp on "A step for making New India with Waste and Water Management & Cashless Economy," aSpecial Camp on "Campus Cleanliness", VISAKA Campaign, a One day workshop on cashless transactions, Blood Donation Camps, Van-Mahotsava, activities under *Swachhta Pakhwara, Swachhta hi Sewa*, clean campus day, clean mess day, clean hostel day, visit of old age home (Jai Ambey Sewa Samiti Vriddha Ashram), Visit to Tourist places (Pushkar and Anasagar Lake, Choupati, Ajmer), Visit of YN Hospital Kishangarh, and JLN hospital for cleanliness camp, Awareness campaign on cleanliness in Noharia Village, *Theli chhodo thela pakdo abhiyan*, street play on the awareness of single-use plastic, making dustbins and bags, making a plastic monster for awareness, and awareness through digital/social media, marathon, and involving school

students in *Swachhta* activities in nearby villages. The activities of National Voter's Day, Constitution Day have also been conducted.

Apart from this NSS CURaj conducted the Youth-week, and extension activities such as English and Hindi Debate competitions, English and Hindi Essay competitions, Cleanest Hostel Room Competition, Elocution Competition on "Health and Hygiene is the Real Wealth", poster competitions, etc.

File Description	Document
Upload any 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: 17

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	4	6	4

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copy of the award letters	[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: 75

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**

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

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: 37.58

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
602	417	652	531	881

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

3.7 Collaboration

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

Response: 75.8

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
140	73	71	51	44

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: 27

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
9	1	3	7	7

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the MoUs with institution/ industry	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The University has state-of-art physical infrastructure facilities for enabling effective teaching and learning process for faculty and students. University constantly upgrades its infrastructure with recent trends in educational infrastructure prevailing needs and norms of statutory bodies such as UGC/ CoA/ AICTE/ PCI, etc.

Campus:

The University has 518 acres of land with a lush green campus, with a built-up area of about 1.44 lakh sq. meters. The academic buildings are well-equipped ICT-enabled seminar halls, classrooms, laboratories, and offices. The University campus is entirely Wi-Fi enabled with one-GBPS connectivity. The University has four boys' and four girls' hostels with around 2,850 students capacity. Girl's hostels have individual mess facilities and boys' hostels have a common mega mess facility for 500 students capacity. One University level auditorium and three seminar halls with state-of-the-art facilities to carry out curricular and extracurricular activities. University has 120 staff quarters, one health centre, sports & gym facilities, and other necessary infrastructure.

Classrooms:

There are adequate facilities for classrooms spread across various schools and departments. In all The University has 85 classrooms and seminar halls to cater the needs of academic programmes being conducted in 32 departments. laboratory cum classrooms are also provided to facilitate learning. In addition to this, there are 14 smart classrooms developed by the Digital Learning Technology Support Center (DLTSC) of the University located in each academic building having state-of-the-art infrastructure.

Laboratories:

The University has 92 laboratories including programme research labs, faculty projects labs, and computer labs at the departmental level. Some of the laboratories with their major equipment's details are as under:

Pharmacy laboratories include 'Cell Culture Lab' and 'Research Lab' which are equipped with Multidetaction Microplate Redear, Deep Freezer -80 degree C, and lyophilizer.

Chemistry laboratories include 'Coordination and Bioinorganic Lab', 'Nano Research Laboratory', and 'Instrumental Lab' which are equipped with Fluorescence Spectrometer, Contact Angle Meter, UV/Vis Spectrophotometer.

The laboratory for Life Sciences includes 'Infectious disease Research Laboratory' which is equipped with Temperature controlled Incubator, Electrophoresis Unites.

The 'Media Lab' of Culture and Media Studies has Canon 5D Mark-III, Canon 60 D DSLR, Panasonic AVC Cam. A 3-D printing facility is available in the lab of the Computer Science Engineering department.

A state-of-the-art Central Instrument Facility (CIF) is being established at CURaj. To cater to the needs of CURaj fraternity, the instrument analysis facilities will be extended to academicians and researchers of other institutions & industries. CIF in addition to existing equipment such as Powder X-ray Diffractometer, 500 MHz NMR Spectrometer, Physical Property Measurement System, etc., the University is in the process of procurement of high-end equipment to enhance and promote research for a new CIF building having a built-up area of 1560 sq. m.

Barrier-free learning:

The University has taken care of the **needs of differentially-abled students by providing ramps** in the buildings and providing necessary software and hardware support to visually impaired students.

Library:

The University library has 38437 print books and 4412 e-books, 6300 + online journals, & 04 Online databases.

File Description	Document
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:

Cultural Activities: -

Cultural activities such as local festival celebrations, painting competitions, photography competitions, exhibitions and workshops, debates and speeches, etc., are organized at the school level and at the University level in auditorium, seminar halls, circular halls in academic buildings, and other dedicated places such as courtyard in hostels, etc. The auditorium building is used for cultural events such as drama, music, youth parliament activities, dance competitions, etc. The University has dedicated space near administrative and academic buildings for Republic day and Independence day Celebration including a parade activity zone.

Yoga Center: -

The University Auditorium is also used for yoga activities in the morning. A 280 sq. m. yoga center exists in the 4A3 building. The new building for the Department of Yoga having a built-up area of 1600 sq. meters, has been recently completed and also has a facility for yoga activities. This new building has 625

sq. m. hall dedicated to Yoga activities.

Games and Sports: -

The sports facilities are located near the hostels. The outdoor games and sports facility includes a football ground (98.50m x 63.50m), an athletic track (400 m), a cricket ground, and cricket practice pitches. basketball court (nos. two), handball court, volleyball court (nos. two), lawn tennis ground (nos. four), long jump and triple jump pit, kabaddi ground, boxing arena, kho-kho ground, aerobics (activity room). The indoor games and sports facility includes two badminton courts, and dedicated activity rooms and areas are allocated in each girls' and boys' hostel for chess, table tennis, and carrom. Further, to strengthen the indoor games facility a proposal has been submitted. Sodium vapor lamps (flood lights) are installed at the tennis, volleyball, and badminton courts to facilitate game activities during the night.

The school of sports sciences along with the sports committee at the University level is responsible for augmenting adequate facilities for sports and games by purchasing sports equipment and maintaining them. The University masterplan committee/space allocation committee is responsible for allocating dedicated space for sports facilities. On average 500 students use sports facilities at the University on any given day.

Gym: -

University has a gym facilities for both boys and girls. Open gym is available for the use of students and faculty members. The facility for powerlifting is available in the gyms. University purchasing gym equipment such as multi-press, olympic Incline and decline bench, pull-down vertical row, etc.

Auditorium: -

The University has a 1500-capacity auditorium with adequate lighting and LED display screens, a projector system, and standing air conditioner facilities and is located in SP-2 Building. The auditorium holds cultural and academic events from time to time.

The expenditure for building maintenance (academic & residential), ICT maintenance, horticulture and communication-related work for the last five years (i.e., 2017-18 to 2021-22) is Rs. 9.08 crore. The expenditure for miscellaneous items which includes plant & Machinery, office equipment, maintenance of lab & Scientific equipments, electrical maintenance, general maintenance, etc. during the last five years is Rs. 5.50 crores.

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

4.1.3 Availability of general campus facilities and overall ambience

Response:

The University has 518 acres in area and presently houses around 3,000 students. The built-up area includes eight hostels, eight academic buildings, library, an auditorium, etc. To cater to this fully residential campus, University has the following general campus facilities such as:

1. **Guest House and Transit Accommodation**: well-designed spacious three-storeyed magnificent structure with a capacity of 70 guest rooms.
2. **Health Center**: University's health center has one doctor and nurse. 24x7 ambulance facility is also available.
3. **Shopping Plaza**: shops and canteen facility.
4. **STP**
5. **Water Tanks**
6. **Daycare Center**
7. **Women Rest Rooms**
8. **Electric Sub-stations**
9. **Bank and Post Office**

Safety/Security:

The University has sufficient infrastructural facilities to cater to the need of students and all the stakeholders and has ensured round-the-clock security on the campus. The campus has 24-hour CCTV surveillance and 24-hour security system is maintained by well-trained security staff. Fire extinguisher systems are installed in almost all buildings.

Biodiversity and green cover:

The 6.63 km peripheral road and 9.5 km long campus boundary are lined with hundreds of indigenous trees and flowering trees to increase the green cover and per capita green area availability of the University. The green cover creates a pollution-free environment for the students. The campus has rich in animals and birds, such as desert rabbits, porcupines, peacocks, ducks, monitor lizards, etc. Three picturesque lakes highlight the efficient storm-water management system and create a local ecosystem and attract a wide variety of birds during the autumn and spring seasons. The campus has three landscaped courts cum gardens that act as social gathering places where healthy interaction among students takes place.

Nursery:

University has developed its nursery where various types of plants are grown and is used for creating a stock of plants for grafting purposes. The nursery produces plants for gardening in campus. The drip irrigation system is used for watering the plants.

Renewable Source of Energy:

Most buildings have solar rooftop systems which have grid connectivity. Solar PV panels are also used for the power requirement of Biological sewerage treatment plant. University has recently signed MOU with NHPC national hydroelectric power corporation for the development of a photovoltaic solar park of 700 kW to supply power to the University and into the national electricity grid.

Parking facility:

An adequate parking facility is available for all the academic and administrative buildings. A dedicated parking facility is also established near gate no. one for guests. Three **helipads** are located in the center of the campus used during convocations and other important University events.

Infrastructure for the Physically Challenged:

The University provides a conducive environment for learning to differently-abled persons. All the buildings have primary facilities in the form of ramps, toilet facilities, etc. Special care is taken for visually impaired students by providing necessary software and hardware support.

Water supply and distribution system:

A dedicated water supply from Bisalpur dam caters to the need of portable drinking water and other domestic needs.

Important Links:

Amenities: https://www.curaj.ac.in/amenities

Health Care: https://www.curaj.ac.in/group/health-care-services-curaj

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

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

Response: 42.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1918.23	3636.42	1881.47	923.87	398.58

File Description	Document
Upload audited utilization statements	[View Document](#)
Upload any additional information	[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:

Introduction

The CURaj Library is the central hub of the University and plays a vital role in the teaching, learning and research programmes of the University. The Library holdings include 38437 print books and 4412 e-books, 6300 + online journals, 04 Online databases and 593 bound volumes of print journals. All these resources are accessible to the University community through the campus-wide network. The library reading hall has a sitting capacity of 500 users and is available from 8.00 AM morning to twelve o'clock at night, daily. Around 30 percent of students and staff uses library daily. During last five years library procured books/ e-books and journals, etc., of worth Rs. 4.83 crore.

Library Automation

The Library automation started in early 2010 with the LSEase ILMS software with LIBSYS and later upgraded with the web-based LibSys7 version. From 2019 onwards, Library adopted KOHA Open Source Integrated Library Management Software (OS-ILMS) for automation alongside the implementation of RFID technology to enhance the performance of library services. The customized OPAC service is available 24/7 through the CURaj campus-wide network.

With the implementation of RFID technology, the self-check-in and check-out facility is enabled with the registered fingerprint OR RFID-based smart card. The system's e-mail alert service notifies users of transactions, overdue etc. The RFID system includes two self-check-in and check-out kiosks, two OPAC kiosks, one book drop box, two antennae at the Circulation desk and a security gate. Each book is tagged and scanned automatically for circulation purposes, and the RFID-enabled security gate prevents the unauthorized movement of library books outside the Library.

Vigilance

The Library is equipped with CCTVs for user-level security that monitors and records security, ensuring the Library materials' safety. The Library is Wi-Fi enabled and has a well-established cyber library with 15 networked PCs connected through LAN. We called it E-resources Lab, which allows users to access Library subscribed databases, full-text journals, and other internet resources. The Library has a dedicated website accessible 24/7 to users.

Digitization, Membership or Associations

The Library is a life member of INFLIBNET and accesses various electronic resources through its programme e-ShodhSindhu and is a regular contributor of ETDs in the ShodhGanga Repository. As of August 2022, 166 full text theses have been uploaded to the Shodhganga portal. Besides, the Library has an annual membership of the DELNET. It provides access to more than three crore cataloguing records of books, journals, and many full-text databases, along with Inter-Library Loan(ILL) and Document Delivery

services. Our University is a registered member of the National Digital Library of India (NDLI) and the SWYAM-NPTEL local chapter.

To augment the research process in the University, the Library subscribes to Grammarly- a digital writing assistant tool and Turnitin-a plagiarism checker. The Library has created an IRINS system for CURaj faculty and other academic staff members to visualize their research and expertise. The Library is in the process of creating an Institutional Digital Repository at the University level and a Remote access service to provide off-campus access to the subscribed e-resources.

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: 96.62

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)

2021-22	2020-21	2019-20	2018-19	2017-18
69.37	179.16	93.03	29.59	111.96

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[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: 38.14

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

Response: 1003

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](#)
Any additional information	[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: 98.82

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

Response: 84

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

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

Response:

The University continuously upgrades its IT infrastructure and related facilities to facilitate timely and necessary information reaching all its stakeholders including students, and faculty members.

CURaj's IT Policy covers the following aspects:

Email id will be deleted of student/ staff on No-Dues. Email id will not be deleted for staff with 05 years of regular service.

LAN:

User login of LAN/Wi-Fi facility will be deleted of student/staff on No-dues. No data usage limits for students and staff for upload and downloads. User can allow login through firewall captive portal. Log analyzer is used for maintaining the records of users for security purpose.

Wi-Fi services on OPEX model

Each user shall be allowed to log-in two devices (laptop & mobile) for accessing internet services through Wi-Fi. However, there can be a Fair Usage Policy (FUP), i.e., after a specified data downloads: the data speed can be reduced. For this purpose, the limit per user per month should not be less than 30GB. The data speed during FUP should have no limit and after FUP should not be less than 4Mbps (subject to availability of required Internet Bandwidth by the University). User can access for viewing Wi-Fi usage statistics on portal.

ID Card of staff and students

- ID card surrenders on expiry or at the time of getting relieved.
- In case of loss of University ID card, filing an FIR is needed for issuing another card.
- Medical cards facility for regular staff only.

IP-PBX

IP-PBX server is used for intercom service for internal users only and PRI line facility is enabled for administrative officers as well as HoD & Deans.

Servers Facilities:

University has necessary servers facilities which include FTP Server Web Server, Active Directory Server for LAN users, Firewall/ Log Analyzer, Libsys Server for Library, Tally Server for Accounts, NMS Server for LAN Network, IP-PBX Server for IP telephones. These servers enable the University to provide the necessary infrastructure to function in a smooth manner.

Campus Network:

The University has one-Gbps high-speed NKN Dedicated Link to get internet from NIC Jaipur which has been obtained since 2013. Presently 3000 approx. LAN points are available on campus. Moreover, the University has 16 Public IPV4 Addresses for the proper functioning of servers.

ICT Supported Facilities

The University has LAN and Wi-Fi facilities throughout the University campus. The necessary ICT facilities provided by CURaj are Audio and Visual facility, ID Cards for students and regular staff, Medical Cards for regular staff, Computer Hardware Maintenance, Biometric Attendance System, Video Conferencing system and Skype/ Google meet, Student Feedback, CCTV technical assistance, Project Samarth, IP PBX telephone facility with PRI line, and Antivirus.

Portal

ICT support facilities also include dedicated portals such as Alumni Portal, Grievance Portal, and Samarth Portal.

Website/Email

- University Website (www.curaj.ac.in)

- Creation/Maintenance of official Email IDs.

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

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

Response: 3.59

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

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

Response: A. ?1 GBPS

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

Other Upload Files	
1	[View Document](#)

4.3.5 Institution has the following Facilities for e-content development

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

Response: A. All of the above

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

4.4 Maintenance of Campus Infrastructure

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

Response: 55.06

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
1859.57	2023.32	2268.42	1706.77	1523.29

File Description	Document
Upload any additional information	[View 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 constitutes the internal committees for laying down the policies to supervise the utilization and maintenance of physical infrastructure and academic & support facilities as per the University ordinances. Some of the them are Building Works Committee, Committee for Space Allotment, Purchase Committee, ICT Cell, Library-Advisory Committee, Games and Sports Committee, Departmental Committees for various departmental functions, etc.

There are well-established systems and procedures for maintaining and utilizing physical, academic, and support facilities. They are as under: -

Campus Maintenance and Utilization:

The University campus is gradually developing as per the need and Master Plan document. The new construction activity and the maintenance of the existing physical infrastructure are taken care of by the estate section in coordination with the building works committee, and University engineer. During vacation time, necessary repair works and painting of the buildings are initiated.

The expenditure for building maintenance (academic & residential), ICT maintenance, horticulture, and communication-related works for the assessment period (2017-2022) is Rs. 9.08 crores. The expenditure for miscellaneous items which includes Plants and Machinery, office equipment, maintenance of lab & scientific equipment, electrical maintenance, general maintenance, etc. for the assessment period is 5.50 crores.

The Estate section performs the following functions.

Electrical:

The University has 33 KV electric connection from AVNNL (33/11kv Main Receiving Substation) and four distribution substations (11 x.44 KV) within the campus and maintains them by hiring tradesmen through contract. The University also has 782 KW solar roof-top power plant (582 RESCO + 200 CAPEX mode) on various buildings. Maintenance of RO, UPS, Fire Fighting Systems, DG, Lifts, etc. Carrying out the day-to-day electrical maintenance within the campus through outsourced manpower.

Civil:

The University has a separate water pipeline from Kishangarh PHED pump house. Carrying out the day-to-day civil maintenance within the campus by hiring manpower through tender.

Horticulture:

Carrying out the Horticulture Maintenance of campus by hiring the manpower through tender.

House Keeping:

Carrying out the house-keeping services & Garbage disposal services of the campus by outsourcing the service through tender.

Miscellaneous

Misc. new works, AMCs, and maintenance works are being carried out through committees (up to 2.50 lakhs) and above 2.50 lakhs by calling the tender depending on the nature of the work & cost as per GFR. The maintenance of utility area facilities such as electric sub-station, STP, water storage tanks and pumping stations, and electric generators is done regularly by the concerned section.

Central Instrument Facility:

In order to cater to the research needs and develop state-of-the-art research instrumentation infrastructure, a Central Instrumentation Facility (CIF) is being established at CURaj. Apart from serving the research

instrumentation needs of CURaj fraternity, the instrument analysis facilities will be extended to academicians and researchers from other institutes also as well as to private institutions and industries. There are established user guidelines for using the CIF for internal users and external users.

Library:

For developing the library and smooth operation of activities, a Library Advisory Committee is constituted by the University. General/reference books and e-resources required by the academic community are purchased by the Librarian in consultation with the Library Advisory Committee and as per the fund allocation by the finance. Binding work gets done regularly for the maintenance of print books and journals. The IT infrastructure in the Library is maintained by the ICT Cell of the University. The Library takes AMC from time to time to maintain the library management software(s) for smooth operations of library housekeeping activities.

The Store and Purchase Section of the University procures all kinds of consumables and all types of fixed assets, i.e., furniture, lab equipment, computer peripherals, plant & machinery, networking items, etc. as per the GFR-2017. The central store also conducts physical verification of all types of fixed assets every year.

IT Infrastructure:

The ICT section looks after the campus network with one Gbps high-speed NKN dedicated link to get Internet facility from NIC-Jaipur. Around 3000 LAN points are available on campus and Wi-Fi services on OPEX model are also available on campus. ICT-supported facilities are maintained for students and staff viz. Wi-Fi, ID cards, E-mail IDs, Biometric Attendance System, online video conferencing system, Google meet, student feedback, IP PBX, Alumni & Grievance portal, etc. All facilities and services are managed under the supervision of the Steering Committee for ICT.

Maintenance Contracts: For the repairs and maintenance of Laptops, Desktops, Server, Printers & Projectors, a Comprehensive Annual Maintenance Contract (CAMC) is in place and Wi-Fi services on OPEX model in the University campus is also maintained by Service Provider under the supervision of IT section.

CCTV Cameras: The campus-wide CCTV cameras are maintained under the supervision of the Campus Surveillance Infrastructure Committee. There is a distributed central monitoring room for display and recording is done by all the CCTV cameras.

Health care center:

The health care center has a doctor and two nursing staff and also has a facility for dental checkups and physiotherapy. Regular blood donation and health camps, and vaccination drives are organized in collaboration with NSS and other agencies. Regular vaccination drive for COVID-19 done.

Media Lab (CMS Department) for the students to learn *video editing and filmmaking*. It is well equipped with effectively functional *high-definition cameras, camcorder, sound recorder, and video cameras*, which is used by the students for photography and making videos, news clip, films, and documentaries. Currently, the Department has Canon 5D Mark-III, Canon 60D DSLR, Panasonic AVC Cam, Canon Legria. The Media Lab is equipped with *5 Apple I-Mac Editing work stations* with non-linear *editing software – Final*

Cut Pro X. The students learn sound recording through the use of TASCAM, Mics, Lavalier mics, Boom Pole, Rode, etc.

Games and Sports:

The School of Sports Sciences (MYAS-CURaj) along with the Sports Committee manages the sports infrastructure at the University.

The **College has outsourced security services**. The security guards are posted at strategic locations all over the campus to ensure round-the-clock security.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 27.13

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
515	518	279	392	607

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[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: 29.2

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**

2021-22	2020-21	2019-20	2018-19	2017-18
331	818	273	612	433

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any 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: D. 1 of the above

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

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: 25.85

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**

2021-22	2020-21	2019-20	2018-19	2017-18
174	251	168	78	56

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

2021-22	2020-21	2019-20	2018-19	2017-18
676	620	461	506	502

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document

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

Response: 49.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
327	339	245	252	259

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

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

Response: 30.1

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

Response: 211

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	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: 86

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
13	2	22	4	45

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

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

Response:

The Central University of Rajasthan is having student council as laid down in the Central University Act 2009. This Council is constituted under the Chairmanship of the Dean of the Students' Welfare (DSW)

Constitution of Students Council

In the University there are Twenty Students in Students' Council through Direct Election By contesting election amongst respective Departments as defined in CU Act, 2009. And Twenty Students in Students' Council are to be nominated by the Academic Council. The Procedure for Students Nomination through Academic Council is as follows:

- Four Students will be nominated on the basis of academic merits from Five Year Integrated MSc Programme
- Ten Students will be nominated on the basis of academic merits from Ten Different Schools
- One Student will be nominated by NSS Cell
- Two Students will be nominated by the Convener, Games and Sport Committee
- Two students will be nominated by the Chairperson, Cultural Committee
- One Student will be nominated from International Students by the Director, International Affairs

Students'' council has proven to be important forum for expressing and addressing student concerns. Various Departments under the guidance and directions of DSW office conducts the Students' Council

election without any electoral disputes. Meritorious students with attendance of 75% , can participate in the Student Council elections. Student Council of CURaj exhibit national characters and also represents girl' student adequately. Students from various States, Regions, Castes, Class, and Creed are also represented making it inclusive student council.

The Students Council members are found active for institutional development and students' welfare activities. Students are also engaged proactively in the functioning Mess Committee. Student's council members are also actively involved in management of various nationally important days, sports, and cultural events. Student Represeantive have helped in popularizing many academic programs and enhancing institutional image in the society. The council members help the University in the preparation of convocation. Student representatives are also part of the students grievances committee and also in the SPARSH- Anti Sexual Harassment Cell. The council members also take lead and provide leadership in many of the Government sponsored flagship programmes - Ek Bharat Shreshth Bharat (EBSB), Swachha Bharat Abhiyan, Unnat Bharat Abhiyan, Community Development Cell, International Yoga Day, Fit India Programme - to make it grand success. Student council members have participated with great enthusiasm to debate on many national issues in several of the National Youth Parliament sponsored by Ministry of Parliamentary Affairs.

The Central University Act, 2009 (25 of 2009), University Ordinances offers representation of students in various decision-making and statuary bodies.

The Central University Act, 2009 (25 of 2009) Article 20 (1)	Representation in University Court	
The Central University Act, 2009 (25 of 2009) Article 36 (i) (ii)	Twenty Students to be nominated by the Academic C᷇ basis of merit in Studies, Sports, and Extra Curricular Act	
Warden, Prefect, and Local Committee (Ordinance No. 27)	Three to Five Students of the Hall of Residence	
Students Grievance Redressal Committee (Ordinance No. 28)	Three Representative of Students' Council	

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

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

Response: 23.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	11	23	32	23

File Description	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 Central University of Rajasthan was established in the year 2012, under the Societies Registration Act, 1960. The first meeting of 'CURaj Alumni Society' was held on 01 September 2012. The CURaj Alumni Society is a vibrant society, functioning under the Dean Student's Welfare. Every Year 'Alumni Meet' happened prior to the Convocation Ceremony. Around 4080 alumni are active on the alumni network portal facilitated through https://www.almashines.com/curaj. Department-wise Alumni Data and Departmental Alumni activities can be seen on the University website.   An Alumni Corpus Fund is also available with the Alumni Society, through which different academic activities are also get executed.

As a functioning of CURaj Alumni Society, it has an Executive committee, wherein the Hon'ble Vice Chancellor, Controller of the Examination and two Faculty members are the ex-officio members. The President, Vice President, Secretary, Executive Secretary, Treasurer, and Vice Treasure positions are decorated by the alumni themselves.

The objectives of the Association are:

- To connect the Alumni of the University as a community.
- To create a platform wherein different ideas, thoughts, and scientific knowledge can be exchanged along with different opportunities such as fellowship, resources, and employment opportunities to serve the academic fraternity in general and Central University of Rajasthan in particular.
- To serve the research needs of the nation in the light of contemporary challenges faced by the society.
- In order to achieve the above aims, various activities and programs will be planned in tuned with the University Academic Calendar.
- To explore avenues and aid the University both financially (including grants, donations, loan and other such means) and through the experience, expertise and support of the alumnus.
- To hold meetings/conferences/ lectures of national and international standard.
- To formulate and fund research programs.

Understanding the importance of platforms such as CURaj Alumni Society, every students of CURaj is motivated to take membership of the alumni association. It was resolved in its first meeting of Society to incorporate the alumni membership fee in the admission fee by the students. A bank account was also

opened in the name of CURaj Alumni Society. Subsequently every year, the alumni meet take place prior or after the convocation ceremony of CURaj.

In order to get connected with the twenty-first-century alumni and as they are active on various digital platforms, A software/ portal is being used for greater connection and proactive engagement of alumni. An Integrated alumni management solution for alumni offices and alumni associations is functioning for strengthening the alumni community, maintaining the database, enhancing engagement, and managing contributions. At present, there are around 5000 members of the portal exchanging their ideas. The features of the alumni portal includes social media Integration, automated notification system, detailed statistics, automated campaigns & Workflow, fundraising, mentoring, job posting, running campaign, issuing alumni i-card, informing about university events and activities etc.

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

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

Response: C. 20 Lakhs - 50 Lakhs

File Description	Document
Any additional information	View Document

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 vision of the Central University of Rajasthan is:

"Sustainable Development through Excellence in Education, Innovation, and Performative Societal Change"

The vision of the University is to promote sustainable development via the integration of various aspects of societal significance such as education, innovation, and performance.

The mission of the University is –

- To create and sustain an inclusive environment that inspires students to undertake an intellectually challenging, socially engaging, and transformative learning experience.

- To develop an ecosystem for research and innovation wherein individual potential can be harnessed to provide sustainable solutions for global concerns.

- To impart value-based holistic education and develop resilient and skilled human resources that contributes to nation building.

The University is committed to the augmentation of its academic programs in alignment with its vision and mission. The following endeavors of the University confirm it-

1. Imparting dynamic curricula which give students knowledge, skill values, creativity and actions to become students socially responsible global citizens and create a sustainable world.

2. Recruiting highly qualified, competitive, and creative faculty who will contribute sincerely and honestly towards the vision/mission of the University.

3. Continuous updation of the current knowledge by faculty members through FDP/workshops/training programs/orientation programs

4. Effective use of ICT in the teaching-learning process for scholarly communication thus enhancing the scope of education and enabling students to critically think and solve simulated real-world problems.

5. Periodical upgrading of infrastructure- classrooms, laboratory equipment, computers facilities, and library leading towards the creation of a learning environment

6. Giving scope for creativity to students through research incubation, extracurricular activity, and soft skill development to enhance their knowledge to meet current trends of work scenario

To provide holistic and unparalleled educational opportunities to the lower socio-economic strata of society, the University has adopted the following provisions:

- The University has kept the fee structure within an affordable range and at large has provisions for scholarships and other financial support also has been incorporated
- The University has taken steps to promote online accessibility for the students to avail resources during their spare time.
- The University has adopted the Credit Transfer mechanism to allow the students to take up quality courses via MOOCs. Expanding and upgrading its research infrastructure and giving priority to proper maintenance and promoting research and innovation.
- The University provides seed money and other support to undertake need-based research and to attend seminars/ conferences.
- An Innovation Cell has been established to carry out multiple activities to inculcate the sprit of innovation and entrepreneurship amongst the students.
- Adapting participatory and transparent decision-making processes through several administrative bodies such as the Building Works Committee, Campus Development Committee, Library Advisory Committee, and various other committees for good governance.
- The offices of the Dean, Students Welfare, Chief warden, and Proctor look after the students' welfare and maintain discipline supported by a team of wardens assigned to each hostel.

File Description	Document
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 hierarchy system is followed in the University, which comprises numerous statutory bodies with well-articulated authorities for efficient governance and maximum participation, such as the University Court, Executive Council, Academic Council, Finance Committee, Planning and Monitoring Board, Building Works Committee, Deans Committee, School Boards and Boards of Studies. These bodies have representatives from the faculty, students, alumni, distinguished academicians/ experts/ administrators/ industrialists, government, funding agencies, and society at large.

The University has a well-defined structure for decentralized management to control diverse activities:

- The Vice-Chancellor (VC) is the academic and administrative head of the University.
- The Registrar, the Finance Officer, the Controller of Examination, the Dean Academics, the Dean Research, and the Dean Students Welfare provide support to the VC in various activities of the University.
- The Director of IQAC helps the VC in promotion and maintenance of quality in the academic and administrative affairs of the University.

- The Controller of Examination (CoE) looks after all the issues related to students pertaining to examination and evaluation.
- The Finance Officer takes care of all the financial issues and acts as an advisor on financial matters.
- The Chief Vigilance Officer (CVO) is responsible for ensuring adherence to the laid down guidelines and rules.
- The Dean represents the School along with Heads of the Departments and faculty members towards the promotion of teaching and learning activities.
- The Proctorial Board deals with subjects of the scholar's discipline.
- The Librarian provides academic resources.
- All activities within the University are policy driven as per the vision and mission of the University. The policies are formulated through duly constituted committees, with representations from stakeholders, at appropriate stages and permitted by the competent authorities.
- New academic proposals are generated from the departments after brainstorming sessions and due deliberations within the Departmental Advisory Committee/ Board of studies with inputs from the stakeholders.
- Suitable proposals are recommended with essential inputs to the Academic Council.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

- The strategic development and planning of the University has adapted teaching and research centric approach into various programmes that are of highest quality as mandate given through the Act.
- The University has numerous educational Departments and programmes with an emphasis on studies and research. The excellence of which is visible through outcomes from quality programmes and publications
- The University has also introduced "Research and Innovation grants" to inspire and explore students to do societal-based modern research.
- The University additionally improved academia-industry linkages by entering into multiple MoUs.
- e-Learning is encouraged by providing unhindered high-speed internet access on the campus.
- Numerous initiatives and steps taken by the University have resulted in excellent studies and research output as evidenced by an increased h-index to 65.
- The university has been able to set up new departments as per its perspective plan. All through 2017-22 specifically, Digital Society, Linguistics, Yoga science, Biomedical Engineering and School of sports Sciences with the support of the Ministry of Youth Affairs and Sports (MYAS), with well-defined programme objectives.
- The University regularly monitors the annual growth required in the number of faculty members,

staff members, physical and laboratory infrastructure. Thus, with a clear vision the University will extend various resources necessary for its growth plan to ensure the successful attainment of the objectives

- The University has introduced Skill Development in socially relevant sectors through Vocational Studies
- The UGC has approved a Department of Vocational Studies and Skill Development. The Teaching-Learning Centre (TLC) in the University has benefited multiple faculty members towards the enhancement of teaching skills.

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

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

Response:

The Central University Act has provisions for an Executive Council, Academic Council, Planning Board, Finance Committee, Building Committee, School Boards, Board of Studies, Research Committee, and Departmental Advisory Committee for good governance in the University functioning. The roles of all these bodies/ authorities are defined in Statutes and Ordinances. All these bodies play vital roles as per their mandate contributing to effective governance, planned growth, and development of the University. The Executive Council is the highest body in the University governance system, which undertake the following activities:

- Proposals/ recommendations of the Academic Council,
- Finance Committee and Building Works Committee on policy matters and executive matters
- Investigates administrative activities, recruitment of teaching/non-teaching employees, maintenance of discipline, and compliance with rules and regulations toward good governance.
- Prepares proposal for creating Teaching/ non-Teaching positions.
- Prepares cadre recruitment rules including promotional avenues and adopts service conditions for teaching/non-teaching staff as per UGC.
- Preparation of Annual Report reflecting the performance of the University for every financial year, reviewing the educational programmes, organizing the structure of education including value-oriented education, and developing new teaching-learning processes. The council also supervises the preparation of a perspective/ strategic plan for the development of the University.

Academic Council (AC): It considers the recommendations of the School Board regarding course curriculum, teaching-learning pedagogies, and framing of academic regulations on teaching, learning, and evaluation. It also approves the recommendations of the Research Committee for quality enhancement. It also prepares the academic calendar of teaching-learning and evaluation processes for each academic year.

Building Works Committee: The committee is overseas and approves the construction/ repair/ renovation works on the campus.

Finance Committee: It supervises the functioning of the finance section, and provides policies on compliance with general financial rules, regulations, and a proper accounting system. It also takes responsibility for the preparation of Annual Accounts for onward submission to CAG for auditing the accounts of the University.

The internal coordination is carried through the proceedings of the Executive Council, Finance Committee, and Academic Council. The ordinance of the University provides a decentralized teaching-learning-evaluation process. The results are declared at the end of the semester. The Schools/ Departments have a proper set-up, down-top democratic and transparent organizational structure consistent with UGC norms. The VC monitors the entire coordination of the proceedings through boards and meetings. The coordination is monitored via IQAC cell which is held once in a semester. The powers and functions of various bodies are properly enunciated in the rules, which help the statutory bodies to work out powerful monitoring of the complete functioning of the University. The officers of the University have additionally been vested with considerable powers and capabilities to fixedly reveal the internal coordination, implementing, monitoring, and assessment of the executive and academic functions of the Schools.

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

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:

The University is governed by the Act and has provisions for enclosing Statutes and Ordinances for the recruitment and service conditions of its employees.

- As per the provisions of UGC guidelines, a Performance Based Appraisal System (PBAS) has been followed in which, a faculty member is to submit his/ her self-appraisal in a prescribed format to the IQAC cell via the Head of Department and Dean of School.
- The IQAC maintains the records of the PBAS and after verification of the declaration of performances/ achievements forwards it to the Registrar, after verification of service records from the establishment sections the same is forwarded to the VC for consideration and approval.
- Those PBASs of faculty members also are taken into reckoning while considering the applications for their stage performance under CAS of UGC.
- For non-teaching staff, the government rules are accompanied beyond the provisions of Statutes and Ordinances.
- Evaluation of the overall performance of employees, custom designed APAR codes for various agencies of staff is used for the annual overall performance assessment of the employee. An employee after filling out his/her self-appraisal submits the same online.
- The submission is directed to the reporting officer for evaluation and could be channelized to reviewing officer and later to the accepting authority.
- The reporting officer offers a numerical assessment record which may be agreed/ disagreed upon by way of the reviewing and accepting authority. As soon as the APAR is customary, gadget-generated remarks go to the concerned staff. This APAR reflects the overall performance of the staff and this performance is taken into reckoning while thinking about instances of staff for their promotion.
- University has a system of rewarding the satisfactory performing non-teaching employees from multi-tasking service (MTS stage to institution B officials for better overall performance in a given 12 months on the criteria of evaluation by way of a designated committee taking the grades of the APARs into the reckoning. Further, employees also are endorsed via "Letters of Appreciation" for their achievements.
- The University additionally permits its employees to state-of-art research enhancement of area expertise and upgradation in their skills and gives incentives for higher qualifications, such as acquiring a Ph.D. Degree as in line with the rule, further to a nomination for training through a skill enhancement programme.

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: 11.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	20	26	24

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	
1	[View Document](#)

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

Response: 14.8

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**

2021-22	2020-21	2019-20	2018-19	2017-18
9	25	11	17	12

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

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: 29.04

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**

2021-22	2020-21	2019-20	2018-19	2017-18
50	79	43	37	46

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

6.4 Financial Management and Resource Mobilization

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

Response:

- The primary source of the University funds is Grants-in-Aid approved and sanctioned by the UGC/ MoE. The grants are received under three distinct heads of account: Grants-in-Aid General (Salary), Grants-in-Aid General (Recurring), and Grants-in-Aid (Creation of Capital Assets).
- To facilitate the sanction of grants by UGC/MoE, the University prepares its annual budget keeping in mind the genuine requirements to facilitate appropriate teaching-learning practices/research, innovation by teachers, and holistic development of students.
- The budget is approved by the statutory committees (Finance Committee and Executive Council) based on which proposal is submitted to UGC/MoE showing the requirement of funds under each head, viz. Salary, Recurring, and Capital Assets and for sanction of the respective allocation accordingly.
- In addition to the grants received from UGC/MoE, University also has mechanisms to augment its Internal Generation of Revenue (IGR). This includes periodic review of fee structure, appropriation of overhead charges on research grants, revision of guest-house accommodation charges, charging for entry passes and garbage disposal, and collection of electricity charges used by contractors, among others.
- The salary grants are utilized for the disbursement of salaries and other salary components, such as LTC, leave encashment on LTC, CEA, medical reimbursement, and retirement-benefits to the regular teaching/non-teaching staff members strictly as per their entitlements and as per the 7th CPC.
- The UGC allocates its share of the recurring budget of the University after adjusting the IGR.
- The recurring expenses include TA/ remuneration of the external experts, examination expenses, financial support to the students to carry out research and Innovation activities, professional-development and Lab- Running expenses for the teachers organizing Seminar/Workshop/Symposium, Travel Grant for the teachers to attend Seminars, students-placement-activities, training of staff, day-to-day operational administrative expenses, maintenance of fixed assets, social service through NSS/NCC, campus maintenance, etc.

- Developmental expenses are incurred from the grants received under Capital Assets for the augmentation of library facilities, purchase of Scientific/Laboratory/office Equipment/Hostel/Office Furniture/Computer & Peripherals, Construction of Hostel/Academic/Residential Buildings/Internal Road, Internal Electrification and Electrical Installations, Site Development, Water Treatment Plant, Campus Wi-Fi, etc.
- The University has a good track record of receiving extramural research funding.
- Appropriate efforts are put to create a befitting ambiance to encourage the teachers to apply for research funding from various Govt/ non-Govt. agencies.
- The University envisages due financial propriety and budgetary control while making expenditures out of the Govt. grants.
- There has been an unrelenting effort to ensure quality teaching-learning and overall holistic development of the students and the well-being of the University fraternity.
- University has a mechanism to monitor the effective and efficient use of financial resources.
- All purchases are as per the procedure specified in the regulations. All purchases are made as per the GFR. Financial Sanction approval is required for all purchases above from the competent authority. Stock registers, consumable stock registers, maintenance registers, asset registers, cash books, and ledgers are maintained by the schools/departments. These are regularly audited by the auditors.

File Description	Document
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: 31778.68

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).*

2021-22	2020-21	2019-20	2018-19	2017-18
7040.67	5717.07	5538.89	5870.34	7611.71

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Annual statements of accounts	View Document

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: 56.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	56.15	0

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

6.4.4 Institution conducts internal and external financial audits regularly

Response:

For conducting an internal audit of the university, UGC has sanctioned a post of Internal Audit Officer to be appointed on deputation. No other post has been sanctioned for the purpose. Despite repeated advertisements, the university could not fill up the post owing to the non-availability of suitable candidates. Thus, to overcome this situation, it has appointed a contract candidate as Internal Audit Officer on an officiating basis to look after the internal audit, with special emphasis on inspection of the books of account before submission of the Utilization Certificate to the funding authority.

The Annual Accounts audited and the Balance Sheet of the University is to be prepared under the directions of the Finance Officer and be audited by the Comptroller & Audit General of India or its representatives. By this mandate, the Annual Accounts of the University is prepared and approved by the Executive Council, and such approved accounts are submitted to the Director General of Audit (Central), Jaipur for conducting the audit. The Annual Accounts are audited every year mandatorily and a Separate Audit Report (SAR) is issued by the Director General of Audit (Central), Jaipur along with the C&AG-certified Annual Accounts of the University and submitted to the Ministry of Education, Govt. of India for being placed before both Houses of Parliament. The University has the mechanism to submit the replies/compliances on the audit paras on regular basis requesting the audit authority to consider the compliances for settlement of the paras. In addition to the initial reply, a system has also been put in place to discuss the pending audit paras with the subsequent inspection teams, stating the actions taken by the University on each para in compliance with the suggestion of audit to facilitate settlement of the paras. The university has also constituted a Standing Audit Committee under the Chairmanship of the VC to discuss the pending audit paras and to suggest prudent actions for their settlement.

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

6.5 Internal Quality Assurance System

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

Response:

The IQAC makes consistent efforts to institutionalize superior assurance strategies and processes through deliberations at various levels, minutes of which are circulated among stakeholders and made available publicly on the University website. IQAC has been assisting to formulate/ update the procedures and guidelines on various matters including stakeholders'-feedback updating curriculum with the incorporation of course outcomes and program outcomes, promotion/career advancement of faculties, implementation of NAAC-Peer-team and the recommendation of the Annual Academic Audit, decentralized planning and implementation of the budget regularization of academic procedures during the COVID pandemic, zero-tolerance against non-adherence to ethics and integrity, students' support and governance research-innovation ecosystem, and faculty empowerment.

Some of the notable outcomes of the above-mentioned initiatives of IQAC are:

- Increase in the usage of ICT tools for teaching and learning
- Modification-revision of the courses
- Improvement of continuous evaluation
- Starting in-house orientation course for newly appointed faculty members
- Faculty empowerment through support for participation in conferences
- Need-based-support for Faculties for effective online classes
- Increased awareness about quality publications
- Extending library access hours
- Introduction of IT tools to collect/ analyze and follow-up actions on stakeholders' feedback
- Streamlining students' mentoring process
- Adherence to Academic Calendar (including the COVID-19 Pandemic period),
- Introduction of ethical clearance for all academic research proposals via IBSC cell; Enhanced research collaboration with reputed institutions through MoU
- Increased coordination among Innovation and Incubation Centre and Industry Interface
- Intellectual Property Rights Cell contributing to research-innovation ecosystem
- Creation of specific policies for industry-academia interaction
- IT-integrated reform of the performance-based appraisals and career advancement systems
- Enhancing engagement of the alumni including the creation of a dedicated webpage
- Enhanced coordinated efforts in participation in the accreditation and ranking of HEIs
- Enhanced publicity of notable events/activities through dynamic webpages
- Cleanliness of campus/hostels
- Decentralized budgeting for Academic Departments

- Increased enrollment for MOOCs by students
- Substantial increase in the in-house development of e-contents and LMS,
- Increase in e-content development facilities in addition to audio-video recording facilities in Teaching Learning Centre

IQAC has developed an online programme to gather information from the students about the courses of their study, objectives, relevance, availability of learning resources, and teaching methodology. The department has been receiving students' feedback and a confidential online feedback system has been introduced and implemented as a quality initiative and a way to make the student feedback system more effective and efficient. The students' identity remains concealed from the teachers. The entire system has been developed and implemented by IQAC.

Curriculum Revision Monitoring:

The curriculum of the University is revised every 3 years. Upon discussion, the faculty members are advised to meet the contents of the syllabi as national/ international students are also involved in field studies to get practical experience. IQAC takes different quality initiatives in the form of seminars/ workshops/ faculty development programmes etc. to enhance the quality of the teaching-learning process. Reviewing the quality assurance strategy and processes by IQAC cell has initiated various measures though it is in the first cycle of NAAC accreditation.

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

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

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution (Data Template)	[View Document](#)
Paste web link of Annual reports of University	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

These have given a remarkable boost to the existing infrastructure of all the laboratories. All the classrooms have been made ICT enabled with 12 smart classrooms. Innovative teaching practices and materials and special capacity-building programs for faculties for effective teaching-learning have been organized by Teaching-Learning-Centre. New tools for a blended mode of teaching-learning have been introduced. Consequently, several e-contents are developed by faculties and are available for learners. Outcome-based curriculum framework (COs/ POs) has been introduced with inputs from experts and stakeholders.

- The newly established Department of Digital Society and Technology Interface has initiated the M.Sc. program.
- To cater to the effective teaching of science subjects to B.Tech. students, a separate school of Engineering under the School of Biomedical Science has been established.

The University has appointed several Adjuncts and Visiting Faculty on timely bases during the assessment period in various departments to enrich the teaching-learning process. In addition, subject experts, have also visited the campus for activities such as Ph.D. viva-voce and delivered special lectures for the benefit of students/teachers. There have been research-related collaborations with reputed industries, national/international universities, and research organizations. 39 MoUs (29 National + 10 International) have been signed with organizations of repute. The University has established the Centre for Innovation Incubation and Entrepreneurship. An Effective ERP system has been developed for in-house applications of academic, administrative, and financial activities.

The University is a beneficiary of the ERP system under the project e-SAMARTH, Govt of India has Implemented many modules for e-governance. Several skill-based training programs have been conducted for the rural people including water quality testing, and sustainable waste management through vermicompost technology through technological intervention. Some of the key activities undertaken by IQAC during the period under consideration are as follows:

- Preparing template for Annual Student Satisfaction survey.
- Contributing to the development of a template for the Annual Appraisal of the Faculty and containing the communication from the IQAC coordinator to the Registrar on the preparation of the proforma, appraisal Form.
- Review of the report of the NAAC Peer Team in 2016 and identification of actions against each component under criterion-wise analysis.

Strength, weakness, opportunities, and challenges, recommendations for quality enhancement of the institution

- Distribution of responsibilities across different departments, offices, and sections for filling up AQAR in the new format
- Allocation of responsibilities to fill up SSR among the faculty members of IQAC
- Preparation and timely submission of AQAR reports
- Contribution to submission of data on Performance and Academic Outcomes

- Drafting of policies on Grievance redressal for academic/ non-academic staff grievance redressal for students revised hostel rules and several policies

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

i. Curricular intervention:

The CURaj upholds the core value of 'Equality with justice' as the foundation of institution building. Corresponding to its motto, 'Education for Sustainable Development,' it ensures the realization of sociocultural sustainability in all respect including gender equity. It has introduced gender studies, such as Gender and Development, Gender Issues, Gender and Question of Honour, Conceptual understanding of gender notions: Patriarchy, Feminism, Femininity and Masculinity, Gender stereotyping, gender bias, gender parity, Gender sensitization and sensitivity at an educational institute and workplace and its role to address gender disparity, as a part of course curriculum across various disciplines.

ii. Co-curricular intervention:

Besides running gender-oriented courses, the University also facilitates organizing workshops, seminars, conferences, cultural events, and other co-curricular activities to bring forth gender-specific subjects for intense deliberation and discussion. Special events such as the International Women's Day celebration and Distinguished Lecture Series are the regular features of the University calendar. The University has successfully implemented the 'Gender Champion Scheme', a joint initiative undertaken by the Ministry of Women and Child Development and MHRD.

iii. Facilities for Women (safety):

University has a safe and secure campus with sturdily built-up walled circumference, guarded gates, secured hostel buildings, and proper light arrangements. Girls-hostels have special lady guards in addition to the overall functionality of the security system and vigilant patrolling. During late library hours, girl students are escorted by security guards to ascertain their safe return to their respective hostel buildings.

iv. Medical and Counselling Services

A female nurse is available in the University health centre during hospital hours. She may be called any time (24X7) in the case of necessity. Vending machines are installed in girl-hostel buildings to provide sanitary pads. University also arranges regular counselling sessions for boys and girls to impart gender education for developing healthy interpersonal gender relationships. Students in need of special attention and expert advice are provided counselling by trained counsellors.

v. Day Care Centre

To cater the benefit to the children of the University staff, a daycare center has been set up on the University campus with dedicated and trained staff.

vi. Common Room

An infrastructural arrangement, such as a common room, is available in the main administrative block.

vii. Chairman of Committees and other key positions held by women in the University

The CURaj standby providing the leadership or chairmanship of women faculties in various institutional committees. A number of women faculty/ officer/ staffs are appointed as Chairman of the Apex Body of SPARSH (ABS) and the International Student Cell, Convener of NSS/ NCC Activities.

viii. Participation in Statutory Bodies

A balanced representation of women staff can be seen in the various statutory position of the University.

ix. Administrative posts as per the ordinances:

The University has a policy stand about the compulsory inclusion of women faculty and administrative staff in various academic and administrative committees. There are nine women employees who hold key positions in the University administration, along with the public relation officer of the University.

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

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:

1. Solid waste management

Since the University has already banned plastic bags, the major categories of solid waste are paper, cans, glass, cardboard, sanitary pads, vegetable peels and residues. The total amount of solid waste generated is about 1.5 tonnes/per week. The two-bin system is installed on the campus for collecting degradable and non-biodegradable wastes. Solid wastes (both degradable and non-degradable) are routinely collected and disposed of systematically after proper treatment by an external agency. Eco-friendly plastic garbage dustbins are kept in every building of the University, including the administrative and academic buildings, girls' and boys' hostels, mega mess facility, etc. Many of the bins have attached lids for tidiness and security. In addition, the state department of the University monitors the cleanliness of the campus and ensures the collection and disposal of solid waste with the help of dedicated staff.

2. Liquid waste management

The waste from waterborne toilet systems is collected from all the buildings via an integrated sewerage collection system and sent to the sewage treatment plant situated on the campus, but far away from the human habitations. Every day, nearly 750000 Liters of waste water are recycled and made available for irrigation.

3. E-waste management

To address the issues, a committee consisting of the following member has been set up to look after the collection and disposal of e-waste generated on the University campus. The E-waste collected is stored in the store room and disposed of annually or as and when required. Empty toners, cartridges, outdated computers, and electronic items are sold as scrap to ensure their safe recycling. Old monitors and CPUs are repaired by our technician and reused.

4. Biomedical waste management (BMW)

Biomedical wastes generated from the laboratory are transported to the BWM site situated about 2 km away from human habitation. The waste materials are routinely collected in specified bags or bins, safely carried to the disposal site, and kept in an Underground pit. The University has constituted a committee to manage the BMW system on the University campus.

5. Waste recycling system/ management

Recycling wastes is vital in reducing their harmful effect on the environment. To ensure the proper management of waste recycling on the University campus, it is mandatory to separate the wastes into three categories: i. Organic or Biodegradable waste, ii. Dry waste (such as plastic, paper, metal, and wood), and

iii. Domestic waste (i.e., diapers, napkins, mosquito repellents, cleaning agents). The colour-coded bins are installed all around the campus, particularly in the habitation area. These wastes are regularly collected and handed over to external agencies for treatment and recycling.

6. Hazardous chemicals and radioactive waste management

The University does not use any radioactive materials. The hazardous chemicals generated from the laboratory are collected in a designated cane and handover periodically to the agency for their recycling, treatment, transportation, disposal, and monitoring of waste disposal sites.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

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

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

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

Response: C. 2 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

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: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	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:

Introduction

The CURaj inculcates tolerance, communal harmony and inclusivity among the students and staff by promoting unity, friendliness, and solidarity among individuals of all backgrounds, ethnicities, and religions.

Provision for equal opportunity to the marginalized

The CURaj has established Special Cell for ST/ SC and OBC Cell to cater support and counsel the students belonging to marginalized sections including the Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Communities (OBCs), and other minority communities.

Counseling

It is a matter of fact that students in the University are likely to face several social and emotional complications. Therefore, they must develop the ability to cope with various personal and psychological problems ranging from basic adjustment and developmental, academic and learning, and career concerns to mental illness. To deal with such issues, the University has designated expert faculty members as counsellors to engage with the students and provide timely suggestions, advice, and guidance.

Festivals and Celebrations

Since its inception, the CURaj has been promoting brotherhood and solidarity among the students and staff, which is vital to maintain the sovereignty of the land through an active engagement of students and faculty on national integration day. For **examples;**

i. Celebration of Makarsankranti/ Pongal to signify the diverse culture of Indian states. Various names know the festival in different geographical locations of the country. This festival is celebrated according to the solar cycles due to which it falls on the same day, i.e., January 14 every year.

ii. Ajadi Ka Amrit Mahotsav

To commemorate 75 years of Indian independence, the Amrit Mahotsav of India is celebrated across the country. During this festival, a webinar was organized at the CURaj. Prof. Anand Kumar, Former Professor of Sociology at JNU, New Delhi, addressed the participants on the topic "Gandhi and India's freedom struggle."

Regional and communal socioeconomic diversity

The students' community at the CURaj has representations from almost all the states of India. They truly represent the ethos of Unity in Diversity and the Spirit of National Integration. Every year until 2021, the students have been getting their admission through the Central Universities Common Entrance Test (CUCET), conducted at different nodal centers all across the country, falling perfectly in line with the idea of 'social inclusion.' Apart from that, needy students get financial support through various fellowships from state and union government agencies.

Celebration of youth festival: The CURaj celebrates National Youth Festival on January 12, aiming to propagate the concept of national integration, the spirit of communal harmony, brotherhood, courage, and adventure amongst the youth by exhibiting their cultural prowess on a common platform. In 2017, the national youth festival was celebrated at the CURaj with the theme "Sankalp Se Sidhhi", to capitalize on the country's youth demographic dividend and capture their vibrancy and perspectives and to take a pledge to build new India.

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

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

Response:

Constitutional laws and orientation, awareness about rights, duties, and responsibilities

The CURaj regularly observes the importance of teaching constitutional obligations, values, rights, duties, and responsibilities to its staff and students by introducing the Constitution of India. The University frequently sensitizes its students and employees to the constitutional obligations of citizens' values, rights, duties, and responsibilities, enabling them to conduct themselves as responsible citizen. These elements are taught in the value system of the University community. The University celebrates 'Samvidhan Divas' (Constitution Day on November 26), and students are encouraged to participate in elocution and quiz contests with all insights contributing to the ideal of Constitutional values and the Fundamental Duties and Rights of Indian Citizens.

Sustainability and environmental awareness

The Institution takes pride in launching the plantation programme wherein the focus does not stop with the sound academic foundation of the student community. Still, it moves a step forward to develop them as better citizens of the country. In this regard, besides imparting professional legal education, the institute inculcates a feeling of oneness among the student community through various practices and programs. Various Departments and faculties have always organized activities that not only initiate but also motivate the students to adopt multiple practices that promote the "Unity in Diversity" of our motherland. The Green Initiative aims the competitiveness in the environmental space to allow the ability to go neutral on Greenhouse Gas emissions.

The students are inspired by participating in various programs on culture, traditions, values, duties, and responsibilities by inviting prominent people. The University conducts awareness programs involving students and staff, such as a ban on plastics, cleanliness, Swachh Bharat Abhiyan, blood donation camps, etc. Every year, the University observed Vigilance Awareness Week, Anticorruption Day, and National Voter's Day and organized events to spread awareness about our constitutional values. In addition, the NSS Cell of the University regularly works to foster the value system and honor and respect constitutional values.

Centre for social action

Indian society and economy are entirely transformed owing to the intrinsic role played by the ICTs. The country is progressing exponentially towards reaping the developmental dividends that arise out of the fast process of digitalization of society. The social-cultural-political-economic-policy narratives are entirely shaped and consolidated around the uses of digital tools and technologies. In this concern, the CURaj

introduced a new interdisciplinary Academic Department, the Department of Society-Technology Interface (DSTI), to cultivate research and teaching to the post-graduate and research programme to the students from diverse educational backgrounds by linking two advanced streams of knowledge- Science and Technology and Social Sciences to look for better career opportunities and stay competitive.

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: A. All of the above

File Description	Document
Code of ethics policy document	[View Document](#)

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

Response:

Celebration of the national commemorative days

The CURaj celebrates the national commemorative days yearly in full patriotic fervor to mark the dedication toward the motherland and foster national integration.

i. Independence Day: Every year on August 15, the University Vice Chancellor customarily unfurls the national flag near the administrative building and addresses the University students and staff.

ii. Republic Day: Every year on January 26, the CURaj celebrates Republic Day to mark the date on which the Constitution of India came into effect on January 26, 1950.

iv. Gandhi Jayanti: Every year on October 02, the CURaj celebrates Gandhi Jayanti as the International Day of Non-Violence to mark the movements for civil rights and freedom worldwide.

iv. National Unity Day: The day is celebrated every year on 31st October to celebrate the birth anniversary of Sardar Vallabhbhai Patel, in the University campus to mark as Rashtriya Ekta Diwas.

iii. Engineer's Day: The day is celebrated on 15th September every year to commemorate the birth anniversary of Dr. Mokshagundam Visvesvaraya.

Celebration of State Commemorative Day

i. Rajasthan Diwas: Every year on, March 30 is observed as Rajasthan Diwas or Rajasthan Statehood Day. The state was formed on this day in 1949 when Rajputana was merged into the Dominion of India.

ii. International Mother Language Day (Matribhasha Diwas): The CURaj celebrates International Mother Language Day every year on March 03 to honour and respect various cultures and traditions of different linguistic backgrounds.

iii. Foundation Day of the Central University of Rajasthan: March 03 is celebrated as the foundation day of The CURaj celebrates

iv. Ambedkar Jayanti: Every year on April 14, the CURaj commemorates the birthday of Dr. Babasaheb Bhim Rao Ambedkar..

v. National Science Day: National Science Day is celebrated on the University campus on February 28 each year to mark the discovery of the Raman effect by Indian physicist Sir C. V. Raman.

vi. International Yoga Day: Since its inception, the International Day of Yoga is celebrated every year on June 21 in the University to commemorate the importance of yoga in physical, mental, and spiritual growth and wellness which originated in ancient India.

vii. Convocation: The CURaj has been holding the convocation ceremony regularly to mark the culmination of students' academic journey with this University. So far, the University has organized 7 convocation ceremonies and each ceremony has witnessed highly distinguished personalities including Honourable President of India, Late Shri Pranab Mukherjee and the Speaker of the Lok Sabha, Shri Om Birla.

In addition, the following days are celebrated every year to mark the importance of our social and professional life

viii. International Women's Day on March 08

ix. World Environment Day on June 05

x. National Youth Day on January 12,

xi. Martyrs Day (Shahid Divas) on January 30

xii. Teachers Day on September 05

xiii. Hindi Diwas on 14th September

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice: I

i. Title: *Creation of comprehensive research capacities and innovation ecosystem*

Building a fundamental and applied scientific research and innovation ecosystem add social values to the academic institution. The meticulous integration of research and innovation with academics brings true meaning of higher education. The CURaj has been striving to put maximum effort in mobilising the research and innovation to solve basic as well as applied problems through systematic scientific inquiry and creative innovations.

ii. Objectives of the practice:

The increasing knowledge gap between theoretical understanding and practical application is alarming increased, which creates educated but unskilled manpower that ultimately limit employability. Having realised the truth, the CURaj is focused on creating a viable linkage between theoretical knowledge and practical understanding to address the contemporary problems. To cater the employability and generation of new knowledge the University aims to create a conducing research and innovative ecosystem to cater quality outcomes. The research works and innovations at the Central University of Rajasthan are focused on the social needs, ranging from mitigation of climate change, biotechnology, nanotechnology, therapeutics to the development of viable large-scale clean energy production and storage.

iii. The context:

Research and innovation play a central role in the advancement of societies and economies. The University research creates knowledge that can lead to development of new technologies, commercial products, and development of industries that can have a significant impact on the economy, technological progress, employment creation and economic growth. The institutions of higher education are expected to make phenomenal contribution and help educate proactive citizens in societies. In the quest of achieving the best possible results, these institutions require modern and effective management. In this line of thought the CURaj has been striving to create high research facilities on the campus to cater high impact research in the different arenas of science and technology which could be socially relevant and globally acceptable. In the last few years, the Central University of Rajasthan has been focussed on procuring high end research equipment and creation of cutting-edge research facilities. To turn research into practice and progress, various research programs are deployed in every school, which are focused on proving sustainable solution

to the local problems.

iv. The practice:

1. Creation of Central Instrumentation Facility

A Central Instrumentation Facility is being established at the CURaj, which will house houses a wide range of high-end instruments for pushing the boundaries of research in science and technology and will facilitate cutting-edge research in frontier areas and encourage development of inter-disciplinary research for significant applications. It will open numerous windows of opportunities for research collaborations with other institutes, as well as for conducting in-house seminars, workshops, and training programs to create skilled technicians. Thus, besides being a high-quality center for research and analysis, we envisage a future wherein the facility will also act as a source of new employment opportunities and economic activity. The facility will support in-house operation and maintenance of various sophisticated scientific instruments. The division also provides services to the outside users such as industries, universities, and research laboratories against minimal charges. The major equipments are/ being installed includes Powder X-ray Diffractometer, 500 MHz NMR Spectrometer, Physical Property Measurement System, Field Emission Scanning Electron Microscopy (FESEM), Fluorescence-activated Cell Sorting (FACS), Confocal and high-end microscopy. These equipments and facilities help the faculty, research scholars and students to carry out globally competitive R & D in basic and applied sciences.

2. Creation of state-of-the-art Biosafety Level 3 (BSL-3) research facility through Intensification of Research in High Priority Areas (IRHPA) grant:

The proposal from the School of Life Sciences of the University has been awarded with the IRPHA grant which amount Rs. 10 Crore. Under this grant, a High Contentment BSL-3 laboratory will be created in the University campus to tackle the biosafety issues involved in handling highly infectious disease agents required for basic research and diagnosis for executing experiments, which involve handling of high-risk organisms, such as tuberculosis, HIV-AIDS, COVID-19. The availability of BSL-3 facility in the University campus will revolutionise our research activities, particularly associated with high-risk pathogens and contaminants.

3. DBT - BUILDER

The School of Life Sciences of the University has been selected and awarded Rs. ? 4.0 Crore under the DBT-BUILDER programme to establish an interdisciplinary research center in the area of Life Sciences to boost to University Interdisciplinary Life Science Departments for Education and Research (BUILDER). This program aims to foster collaboration of existing departments of the CURaj and rejuvenate interdisciplinary contemporary bioscience research.

4. DST-FIST

Different departments of the University are financially supported by "Fund for Improvement of S&T infrastructure in universities & higher educational institutions (FIST)" of Department of Science and Technology, Govt. of India to create the Science & Technology infrastructure in the University campus.

5. Institution's Innovation Council of Central University of Rajasthan

The council was setup under the scheme of Ministry of Education to setup Institution's Innovation Council in higher education institute with the aim of identifying, encouraging, and fostering scientific talent within the CURaj family as well as surrounding areas. To encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes while they are in campus, a number of scientific sessions on innovations, start-ups and entrepreneurship are regularly being organized. The primary mandate of the council is to puts in concerted efforts to identify grass-root innovators from neighbouring villages in varied domains such as agriculture, engineering and promoting them in scaling up of the innovations.

6. **Integrated Research Policy**

The University has its own Research Policy to create a vibrant research ecosystem and promote high-quality research. The policy provides a scientific and administrative framework for submitting research grants for financial assistance and the effective management of research projects. In addition, it also provides guidelines for the usage of the University's infrastructures toward successful implementation of research projects.

v. Evidence of success:

The afore mentioned efforts and initiatives regularly undertaken at the CURaj bring noticeable improvements among the students. The new building of the state-of-the-art Central Instrumentation Facility has been constructed. Fluorescence-activated Cell Sorting (FACS) has already been delivered and will be installed in due course of time. The procurement of other high-end equipments are already in the place they are likely to be procured within 4 months.

vi. Problems encountered, and resources required

1. *Location:* The remote location of the University limits the accessibility of the reputed companies and vendors.
2. *Human resources:* Limited human resource is the major limitation in mobilising the administrative processes for the procurement of high-cost equipment and facilities.
3. *Space requirements:* Additional rooms are needed to accommodate the high-end facilities with the latest audio-visual systems are required for counselling sessions and tutorials.

Best Practice: II

i. Title: Promoting sustainable and eco-friendly academic practices in the campus

ii. Objectives of the practice: Being situated in Rajasthan, the climate in the University generally used to be arid or semi-arid and features fairly hot temperatures over the year with extreme temperatures in both summer and winter. Realizing that vegetation can affect climate and weather patterns, the CURaj has done phenomenal work to enhance the green cover throughout the campus.

iii. The context

A large body of evidence shows that interaction with greenery can improve human stress reduction,

emotional states, and cognitive function. It can, therefore, be expected that university students might benefit from vegetation in the university environment. Before investing in real-life interventions in a university environment, it is necessary first to explore students' perceptions of greenery in the university environment.

iv. The practice

1. *Regular plantation drive on the campus: T*o sensitize students towards the need to preserve our environment and ecology, every year, particularly in monsoon seasons, plantation drive is organized to plant saplings in the campus. The drive is attended by all the faculty and staff of the University.
2. *Maintenance of trees, and ornamental plants*

The maintenance of the trees and plants in the University campus and maintaining the campus lush and green landscape used to be real challenge particularly during extreme summer. Due to heavy water requirement, the wastewater generated in the campus is recycled and used for the irrigation purposes.

1. *Preservation of Khejri-a tree of the desert*

It is one of the most common tree species found in the dry regions of Rajasthan. It plays a vital role in preserving the ecosystem of arid and semi-arid areas, mainly in the Thar Desert. In the campus several Khejri trees are planted and maintained.

1. *Preservation of native biodiversity and propagation of neem trees:*

Being situated in the Aravalli Mountain range the CURaj has sprawling native vegetation all around the campus. Several efforts are being implemented to maintain the natural flora and fauna. Throughout the campus one can find neem tree growing profusely throughout the campus. It is of great importance for its anti-desertification properties and possibly as a good carbon dioxide sink. It is also used for maintaining soil fertility. Nearly more than 50 species of birds can be seen in the campus throughout the year.

1. *Installation of solar panels on the University's buildings and wheeling to the grid*:

The main advantage of installing solar panels alongside the streets in the campus is that it is a renewable, clean source of electricity. The auto switch on/off provision make is energy efficient. On the other hand, the accumulated electrical energy gathered through the solar panel are wheeled to grid, that substantially reduced the amount of electricity bill. This means that it can be deployed on an industrial scale, or it can be used to power a single household

1. *Installation of waterproof mini solar streetlight with motion sensor:*

This system is very efficient as it automatically switches off the streetlights when no one is present. As a result, the unnecessary consumption of electricity is substantially minimized.

v. Evidence of success

As a result of consistent effort, the campus is turned into a lush green land. Almost all streetlights on the campus are provided with LED fittings, and an auto cut-off system is installed at each pole to save

electricity and water. The installation and functioning of rooftop solar panels have substantially reduced the electricity bill by up to ? 50%. The integrated plantation drive and the maintenance of the trees lead to a lush green campus.

vi. Problems encountered, and resources required

- The spontaneous proliferation of *Prosopis juliflora*, a woody invasive plant, is a significant challenge, as its growth results in a loss of diversity.
- The reduced availability of water for irrigation, particularly during summer, is another major challenge experienced during the last years.

Reclamation of unfertile soil demands more investment towards labours and fertilisers.

File Description	Document
Best practices in the Institutional web site	**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:

Creation of an ecosystem for need-based research and development

The implementation of socially relevant scientific research is more critical today than ever. The CURaj aims to intensify its focus on address of social problems through an integrated scientific approach. The faculty members have actively been engaged in undertaking socially relevant real-world research problems such as waste water management, desert soilification, climate change, e-waste, etc. Here are the few research projects initiated on campus:

- **SARASWATI 2.0: Identifying best available technologies for decentralized wastewater treatment and resource recovery for India.**

Being situated in Rajasthan, which is supplied with low water availability, wastewater treatment and recycling is a real challenge. A project in partnership with the Malviya National Institute of Technology, Jaipur, of 9.36 Crore funded by DST, Govt of India, International Multinational Regional Cooperation Division under Indo-EU Horizon 2020 scheme, is already under operation. The project's overall objective is to identify the best available and affordable decentralized wastewater treatment technology with the goal of resource/energy recovery and reuse. The project aims at providing wastewater treatment technologies for ten locations across seven Indian States. All pilots aim at increasing recycling and safe reuse of treated

wastewater. One pilot was established at the CURaj campus to check the efficiency of treating domestic wastewater.

- **Srujan Sahkar Farming Project**

The CURaj is commencing a pilot project named "Srujan Sahkar Farming," which is a form of cooperative farming, to build a mutual trust, cooperation, and solidarity between the University and the community. In the first phase, the project centers on using 21 acres of University land in partnership with 21 women from nearby villages. These women are selected while considering their status on the line of socio-economic deprivation. These women agriculturalists are credible to utilize the land to produce organic agricultural products with initial support and inputs provided by the University administration. These products will be purchased by the University staff and used in the University hostel mess.

- **Integration of Dairy-based Protein Nanostructures for the Management of Alzheimer's disease (AD)**

The progressive loss of memory and accumulation of Amyloid beta peptides in brain tissues represent the pathological hallmark of the disease. Inhibition of Abeta aggregation and its clearance from the tissues constitute an effective anti-AD strategy. While working in this direction, researcher in the Department of Biotechnology developed a protein-based nanostructure called Milk-derived Amyloid-like Protein Aggregates (MAPA), which potentially binds with Abeta and blocks its aggregation and toxicity. The findings suggest that the milk proteins (both casein and whey) can be strategically converted into protein nanostructures that can potentially bind with amyloidogenic proteins/ peptides and prevent the formation of Abeta amyloid. It is speculated that regular intake of these milk-based could be helpful in alleviating the symptoms of AD and degrade other amyloidogenic proteins/ peptides (such as prions) inherently present in certain foods.

- **Development and Scale-up of Desert Soilification Technology (DST) for Land Reclamation in Western Rajasthan**

Desertification is a significant problem that is spreading from the desert regions to most of the fertile lands, converting them into deserts that would reduce the agricultural land. Desertification also impacts by lowering the groundwater level, effect on the hydrologic cycle, the reduced income of farmers from agriculture produces, etc. A process is being developed to convert deserts into the soil by the introduction of biopolymer formulations. These biopolymer formulations are mixed with the sand to enhance the water-holding capacity of sand, decrease water evaporation, and form a composite soil structure.

- **Study on Sambhar Lake and Forest Growth Modelling**

The Department of Environmental Sciences faculty members are working on remote sensing for detecting and monitoring the physical characteristics of wetlands, forests, and deserts in Rajasthan. The team found out through a computation modeling that wetland, particularly in Rajasthan, is shrinking year by year, adversely affecting the soil and water quality and overall biodiversity of the area. It also threatens the livelihoods of local people who have always lived in harmony with the lake and its ecology. The Department of Environmental Science of the CURaj is a DST-FIST-supported department and has a fully equipped Remote Sensing & GIS Lab.

- **Establishment of Centre of Excellence in Desert Studies and Research**

The University established a Centre of Excellence in Desert studies under the School of Earth Sciences. The Thar Desert areas are home to a vast array of unique plants and animals that add value to the Earth's biodiversity and human habitation. The Center would play a vital role in providing opportunities to integrate multidisciplinary academic programmes with research. The Center will foster an opportunity to study the interactions between biotic and abiotic components of desert environments that coexist in the desert ecosystem and how they affect the human habitat.

- **Metal recovery from electronic waste (e-waste) through biohydrometallurgy**

The uncontrolled utilization of electronic products has led to their accumulation in the environment. Metals such as gold, silver, platinum, palladium, copper, nickel, etc., are the main components of e-waste, and they constitute about 60% of e-waste. Therefore, an efficient process for metal recovery and safe disposal of e-waste would be a vital step in mitigating the problems associated with e-waste. A method is being developed to recycle the e-waste through biohydrometallurgy. The process developed is an integrated Bio-Pyro-Hydro- Metallurgical approach for metal recovery and zero waste generation for processing Spent petroleum catalysts.

- **Research on COVID-19 Pandemics**

Following one of the most devastating pandemics, COVID-19, a pool of faculty members initiated research on COVID-19 that helped to understand the nature of the virus and identified several targets that pharmaceutical companies could explore in designing novel therapeutics against COVID-19. A mathematical model was developed to predict the virus's behavior during and post-pandemic time, particularly in the Indian context. Computational and bioinformatics-based approaches were used to identify potential therapeutic targets again the multiplication of the virus.

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

5. CONCLUSION

Additional Information :

The foundation of CURaj foundation was laid with the sound motto of sustainable development through excellence in education, innovation, and performative societal change which led the institution to grow and gain acclaim as a multi-disciplinary teaching and research organization. It is a premier higher learning University by creating, advancing, and disseminating knowledge and also consists of value-instilled holistic education for sustainable development, providing unparalleled educational opportunities to lower socio-economic strata of society. It has a wide spectrum of innovative academic programmes that facilitate the development of sensitive, responsible citizens and leaders dedicated to quality education, research, and innovation for societal changes. The CURaj is ranked top among all newly established Central Universities in 2009 and secured a NIRF ranking of 34 in 2016. This has enabled the University to improve research output and to network with other Universities to help and enlarge our research efforts in science and technology. CURaj has delivered high-quality education in its all academic pursuits. The faculty members undertake research in crucial fields such as cancer, infectious diseases, bioenergy, education, social changes, language issues, cultural formations, and culture media studies. The research has translated into a good number of publications and a couple of patents, membership of University researchers and teachers on high-level advisory and policy-making committees to various governments, key roles for our teachers in organizations like the National Academy of Sciences, UGC, UPSC, RPSC and NTA. Further, the recognition for the work turned to CURaj has resulted in collaborations and MoUs, nationally, and worldwide. The University not only serves regional needs but also serves the country's educational needs in way of our national policy of the "NEP-2020". CURaj core values – National Needs, global standards, interdisciplinary teaching/ research, public engagement, and social impact and innovation embedded in our national status that will ensure that collectively take a significant leap to the next level in the next 10 years.

Concluding Remarks :

CURaj is a premier higher learning University by creating, advancing, and disseminating knowledge and also consists of value-instilled holistic education for sustainable development, providing unparalleled educational opportunities to lower socio-economic strata of society. It has a wide spectrum of innovative academic programmes that facilitate the development of sensitive, responsible citizens and leaders dedicated to quality education, research, and innovation for societal changes. The University caters to high-quality research in the areas of science, art, humanities, commerce, and management, which have been translated into high-impact publications, patents, processes, etc.

The University has extended its collaboration with various industries and intends to promote students' placement. The University has initiated process to establish new departments and Central Instrumentation Facilities (CIF) to foster academic excellence. Additionally, a Placement cell of the University consistently endeavors to aware the students and encourage them towards placement. The University also engaged in instrumenting the preparedness of students for various competitive exams. Dr. Ambedkar Center for Excellence (DACE) is a recent addition that nurtures the aspiration for civil services preparation and other competitive examination by the students, particularly from the deprived sections.

Initiatives such as Chancellor Award, Best School Award, Best Researcher Award, Best Teacher Award, and Best Employee award, etc. have been Instituted to promote research activities and progressive work culture at

CURaj. Further, the engagements of the faculty with nationally and internationally reputed institutions have resulted in establishing collaborations and MoUs worldwide. The University not only serves regional needs but also serves the country's educational needs to meet the objectives of NEP-2020.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	**Percentage of Programmes where syllabus revision was carried out during the last five years.** 1.1.2.1. **How many Programmes were revised out of total number of Programmes offered during the last five years** Answer before DVV Verification : 75 Answer after DVV Verification: 45 1.1.2.2. **Number of all Programmes offered by the institution during the last five years.** Answer before DVV Verification : 81 Answer after DVV Verification: 54
1.1.3	**Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years** 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>960</td><td>920</td><td>571</td><td>556</td><td>440</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>960</td><td>920</td><td>571</td><td>556</td><td>440</td></tr></table>
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).** 1.2.2.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 79 Answer after DVV Verification: 52 Remark : Revised values excluding Ph.D
1.3.2	**Number of value-added courses for imparting transferable and life skills offered during last five years.** 1.3.2.1. **How many new value-added courses are added within the last five years.** Answer before DVV Verification : 369 Answer after DVV Verification: 157 Remark : Revised values as per data template

1.3.4	**Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).**
	1.3.4.1. Number of students undertaking field projects or research projects or internships. Answer before DVV Verification : 2765 Answer after DVV Verification: 2453 Remark : Revised input at par with EP 2.1.
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above
1.4.2	**Feedback processes of the institution may be classified as follows:** Answer before DVV Verification : C. Feedback collected and analysed Answer After DVV Verification: C. Feedback collected and analysed
2.1.1	**Demand Ratio (Average of last five years)** 2.1.1.1. **Number of seats available year wise during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1623	1441	1364	970	772

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1432	1267	1191	844	689

| 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)

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years**
Answer before DVV Verification: |

2021-22	2020-21	2019-20	2018-19	2017-18
816	766	654	338	233

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
767	708	602	338	233

Remark : Revised values as per that filled seats not to exceed earmarked one. Any excess admission made in the category to be considered as general merit.

2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. **Number of mentors** ?????????????? ??????? Answer before DVV Verification : 177 Answer after DVV Verification: 177
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 : 1018.19 Answer after DVV Verification: 1017.19
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:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	7	21	21	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	17	13	10

2.5.4	**Status of automation of Examination division along with approved Examination Manual** Answer before DVV Verification : Only student registration, Hall ticket issue & Result Processing Answer After DVV Verification: Only student registration, Hall ticket issue & Result Processing
3.1.3	**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

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.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	10	27	10	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	11	24	12	8

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:

2021-22	2020-21	2019-20	2018-19	2017-18
437	323	258	168	75

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
91	128	139	58	43

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**

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

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)**

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.
    Answer before DVV Verification : 11
    Answer after DVV Verification: 7

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).**

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).

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	26.72	17.86	161.78	125.46

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	26.72	17.86	161.78	41.59

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:

2021-22	2020-21	2019-20	2018-19	2017-18
2110.25	1309.16	259.27	813.42	839.51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2126.62	1309.16	243.64	790.80	659.82

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 : 206
    Answer after DVV Verification: 158
    3.2.3.2. Number of full time teachers worked in the institution year-wise during the last five years..
    Answer before DVV Verification : 175
    Answer after DVV Verification: 175

	Remark : DVV input as per supporting data provided and as per metrics 3.2.1 and 3.2.2
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: Answer After DVV Verification :
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: Answer After DVV Verification :

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

3.3.2.1 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	44	18	21	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	44	17	21	23

3.3.3.1 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	36	54	43	44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	33	13	7	12

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:

2021-22	2020-21	2019-20	2018-19	2017-18
774	491	375	380	357

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
475	374	296	295	333

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:

2021-22	2020-21	2019-20	2018-19	2017-18
129	102	80	68	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
209	99	69	99	74

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
86.63	0	0	2.50	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
86.13	0	0	2.03	0

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:

2021-22	2020-21	2019-20	2018-19	2017-18
10	3	25	10	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	4	6	4

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:

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

Answer After DVV Verification :

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
602	417	652	531	881

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
602	417	652	531	881

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:

2021-22	2020-21	2019-20	2018-19	2017-18
189	159	63	51	45

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
140	73	71	51	44

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:

2021-22	2020-21	2019-20	2018-19	2017-18
15	4	3	7	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	1	3	7	7

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)**

4.3.1.1. **Number of classrooms and seminar halls with ICT facilities**
Answer before DVV Verification : 85
Answer after DVV Verification: 84

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**

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
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: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>331</td><td>818</td><td>273</td><td>612</td><td>433</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>331</td><td>818</td><td>273</td><td>612</td><td>433</td></tr></table>

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
	
	        Answer before DVV Verification : A. All of the above
	        Answer After DVV Verification: D. 1 of the above
	    Remark : DVV input as per attached supporting documents

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: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>174</td><td>251</td><td>168</td><td>78</td><td>56</td></tr></table> Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
174	251	168	78	56

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:

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
327	339	245	252	259

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
327	339	245	252	259

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:

2021-22	2020-21	2019-20	2018-19	2017-18
16	2	23	4	140

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	2	22	4	45

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:

2021-22	2020-21	2019-20	2018-19	2017-18
34	22	25	36	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	11	23	32	23

5.4.2	**Alumni contribution during the last five years (INR in Lakhs)** Answer before DVV Verification : C. 20 Lakhs - 50 Lakhs Answer After DVV Verification: C. 20 Lakhs - 50 Lakhs

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:

2021-22	2020-21	2019-20	2018-19	2017-18
22	15	35	40	38

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	20	26	24

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:

2021-22	2020-21	2019-20	2018-19	2017-18
9	25	11	17	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	25	11	17	12

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:

2021-22	2020-21	2019-20	2018-19	2017-18
119	181	69	56	76

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50	79	43	37	46

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:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	56.15	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	56.15	0

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**

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

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 Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The 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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
82	81	75	72	66 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
53	53	51	45	42	
1.2	**Number of departments offering academic programmes** Answer before DVV Verification : 32 Answer after DVV Verification : 32
2.1	**Number of students year-wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
2818	2535	1944	1566	1621 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
2453	2168	1615	1306	1396	
2.2	**Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
676	620	461	506	502

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
701	646	475	517	521

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3690	4092	3236	2548	2716

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2453	2168	1615	1306	1396

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
115416	70780	74376	68727	55428

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
114709	58488	69826	60961	50020

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
920	815	766	479	383

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
816	859	766	479	383

3.3 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 85
Answer after DVV Verification : 85