Central University of Punjab

पंजाब केंद्रीय विश्वविद्यालय

ANNUAL QUALITY ASSURANCE REPORT

2015-2016

THE ANNUAL QUALITY ASSURANCE REPORT (AQAR) OF THE IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

Part – A

AQAR for the year *(for example 2013-14)* | 2015-16

1. Details of the Institution

1.1 Name of the Institution | Central University of Punjab

1.2   Address Line 1 | City Campus

Address Line 2 | Mansa Road

City/Town | Bathinda

State | Punjab

Pin Code | 151001

Institution e-mail address | registrar.cup@gmail.com

Contact Nos. | 0164-2864 106

Name of the Head of the Institution: | Prof. Ravinder Kohli

Tel. No. with STD Code: | 0164-2430 586

Mobile: | 98722 01516

Name of the IQAC Co-ordinator: | Prof. Ashok Dhawan, Director, IQAC

Mobile: | 93547 60523

IQAC e-mail address: | iqaccupb2015@gmail.com

1.3 **NAAC Track ID** *(For ex. MHCOGN 18879)* | PBUNGN11423
   OR
   NAAC Executive Committee No. & Date:
   (For Example EC/32/A&A/143 dated 3-5-2004. This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate) | EC(SC)/15/A&A/67.1 Dated May 25, 2016

1.4 Website address: | www.cup.ac.in, www.cup.edu.in

Web-link of the AQAR: | http://www.cup.ac.in/documents/NAAC_Accreditation/
   For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

1.5 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	A	3.06	2016	5 years

1.6 Date of Establishment of IQAC :   DD/MM/YYYY   06-02-2015

1.7 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((*for example AQAR 2010-11submitted to NAAC on 12-10-2011*)
   i. AQAR _____NIL__ _____ (DD/MM/YYYY)

1.8 Institutional Status
   University   State ☐   Central ✓   Deemed ☐   Private ☐
   Affiliated College   Yes ☐   No ✓
   Constituent College   Yes ☐   No ✓
   Autonomous college of UGC   Yes ☐   No ✓
   Regulatory Agency approved Institution   Yes ✓   No ☐
   (eg. AICTE, BCI, MCI, PCI, NCI)

   Type of Institution   Co-education ✓   Men ☐   Women ☐

                           Urban ✓   Rural ✓   Tribal ☐

   Financial Status   Grant-in-aid ☐   UGC 2(f) ☐   UGC 12B ☐

                        Grant-in-aid + Self Financing ☐   Totally Self-financing ☐

1.9 Type of Faculty/Programme

   Arts ✓   Science ✓ Commerce ☐   Law ✓   PEI (Phys Edu) ☐

   TEI (Edu) ✓   Engineering ✓   Health Science ✓   Management ✓

   Others   (Specify)   .

1.10 Name of the Affiliating University *(for the Colleges)*   N. A.

1.11 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

   Autonomy by State/Central Govt. / University

   University with Potential for Excellence ☐   UGC-CPE ☐

   DST Star Scheme ☐   UGC-CE ☐

   UGC-Special Assistance Programme ☐   DST-FIST ☐

   UGC-Innovative PG programmes ☐   Any other (*Specify*) ☐

   UGC-COP Programmes ☐

2. IQAC Composition and Activities

2.1   No. of Teachers | 5 |

2.2   No. of Administrative/Technical staff | 1 |

2.3   No. of students | 1 |

2.4   No. of Management representatives | 3 |

2.5   No. of Alumni | 0 |

2.6   No. of any other stakeholder and community representatives | 0 |

2.7   No. of Employers/ Industrialists | 1 |

2.8   No. of other External Experts | 2 |

2.9   Total No. of members | 13 |

2.10   No. of IQAC meetings held   FOUR

2.11   No. of meetings with various stakeholders: | 1 | Faculty | 3 |

         Non-Teaching Staff Students | 1 | Alumni | 2 | Others | |

2.12 Has IQAC received any funding from UGC during the year?   Yes | | No | ✓ |

         If yes, mention the amount | NA |

2.13 Seminars and Conferences (only quality related)

    (i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

    Total Nos. | 0 | International | 0 | National | 0 | State | 0 | Institution Level | 0 |

    (ii) Themes | |

2.14 Significant Activities and contributions made by IQAC

    Contributions of IQAC

         IQAC made the following contributions:
         1. Reviewed the nomenclature of degree programmes
         2. Proposed changes in evaluation system, these were approved by AC and EC
         3. Proposed changes in duration and pattern of MST which were approved by AC/EC
         4. Proposed process for Internal review of externally funded projects
         5. Proposed new centres and programmes: Agri business management
         6. Emphasized steps to be taken to increase diversity of students
         7. Proposed system of research credits for Ph.D. students
         8. Emphasized creation of Senior positions to make governance effective

    Activities of IQAC

         IQAC carried out following activities:
         1. Four meetings for Quality improvement
         2. Prepared SSR for NAAC accreditation: 3 volumes 1200 pages
         3. 50-point Assessment Indicators for NAAC
         4. National Institutional Ranking Framework

5. National Digital Library
6. CL Educate National Ranking Framework
7. Co-ordinated NAAC Peer team visit

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
NA (Newly Established)	

  * *Attach the Academic Calendar of the year as Annexure.*

2.16 Whether the AQAR was placed in statutory body   Yes ☑   No ☐

  Management ☑   Syndicate ☐   Any other body ☐

Provide the details of the action taken

  NA. IQAC is established newly.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	15	5	0	
PG	34	8	0	
UG	0	0	0	
PG Diploma	0	0	0	
Advanced Diploma	0	0	0	
Diploma	1	1	0	
Certificate	8	6	0	
M.Phil.	6			
M.Phil.-Ph.D.	5			
M.Pharm.-Ph.D.	1			
LLM-Ph.D.	1			
Total	**71**			

Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
     (ii) Pattern of programmes:

Pattern	**Number of Programmes**
Semester	In all programmes
Trimester	
Annual	

1.3 Feedback from stakeholders*   Alumni [ ]   Parents [ ]   Employers [ ]   Students [✓]
 (On all aspects)
      Mode of feedback   :   Online [✓]   Manual [✓]   Co-operating schools (for PEI) [ ]

*Please provide an analysis of the feedback in the Annexure

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

 CUPB is in developing stage and regulations and syllabi are regularly updated. A number of policies were approved and syllabus regularly revised .

1.5 Any new Department/Centre introduced during the year. If yes, give details.

 The number of centres increased from 11 to 19 during the year. There was a major re-organization in many centres and some new centres were created.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of
   permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
83	61	18	4	-

2.2 No. of permanent faculty with Ph.D.   80

2.3 No. of Faculty Positions
   Recruited (R) and Vacant
   (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
32	23	17	24	03	17	-	-	83	64

2.4 No. of Guest and Visiting faculty and Temporary faculty   00   09   04

2.5 Faculty participation in conferences and symposia:

Most of the faculty members have attended International conferences and all have attended national conferences.

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Constant innovations in teaching are a matter of pride for CUPB faculty and many innovative teaching approaches/methods are practiced in the university.

Teleconferencing and video-lecturing are used in various centres. One fine example of this is in Centre for Environmental Science and Technology. The faculty of the centre coordinated the 13th, 14th and 15th Outreach Programme on "*Applications of Remote Sensing and GIS for Natural Resources*" between August 2014-November 2015. The programme is broadcasted live using A-VIEW software from the Indian Institute of Remote Sensing (IIRS), Dehradun. This programme was sponsored by National Natural Resources Management System (NNRMS) and was organised by Indian Institute of Remote Sensing, Indian Space Research Organisation and Department of Space, Government of India. In the first two sessions a total of 55 participants registered for the course, out of which 39 successfully completed the course.

Several other methods are used in CUPB:

   (i)   Digital technologies like LCD projectors are used to provide a real time animation and present the concept in a most attractive and lively way.
   (ii)   Video based teaching engages the students in the class.
   (iii)   Brainstorming on various social, scientific issues and problems by way of panel discussions.
   (iv)   Tutoring by senior students in mentor groups.
   (v)   Journal clubs.
   (vi)   Seminars.
   (vii)   Poster presentation on research topics.
   (viii) Innovators Club exhibitions.
   (ix)   Podcasts, blogs, documentaries, films etc. are prescribed by the faculty. It has been observed that all of these innovative practices improve the overall learning abilities of students.
   (x)   Participation in other national levels competitions like mock parliament and debate competitions organised by Federation of Indian Chambers of Commerce and Industry.

      (xi)   International commemorative days are celebrated which imparts holistic awareness and development.

These practices have helped the students to bring out their hidden talents, better understanding of the subject, augment inclination towards subject and enhance active learning process. The activity oriented teaching methodology adopted by a teacher is considered as an important criterion to assess the teaching quality. CUPB gives the "Best Teacher Award" each year, based on students feedback and the "Best Student Award" based on overall performance of the student.

2.7 Total No. of actual teaching days during this academic year   180

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

University encourages the faculty to attend various academic staff college trainings, workshops, conferences and other faculty development programmes (FDPs). Faculty members are also encouraged to organize similar programmes in the university.

Centre for Education has recently received two grants to conduct seminars on teaching methods. Centre for Human Genetics and Molecular Medicine has received a grant from DBT to organise a two weeks workshop.

The university has submitted an application to Indian Academy of Sciences to organize a refresher course in Environmental Biology.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

Each centre has its own curriculum development committee of three members and then the Board of Studies of the centre has representatives from the faculty.

2.10   Average percentage of attendance of students: Above 75%

2.11   Course/Programme wise distribution of pass percentage :

Title of the Programme	Total No. of Students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
3rd/4th Semester Dissertation/Thesis Examination July-2015 to june-2016 (2013-14 & 2014-15 Batch)						
M.Phil.-Ph.D. Integrated Programme in Biosciences	14	1	13	0	0	100
M.Phil.-Ph.D. Integrated Programme in Environmental Science and Technology	8	0	6	2	0	100
M.Phil.-Ph.D. Integrated Programme in South and Central Asian Studies	10	0	10	0	0	100
M.Phil.-Ph.D. Integrated Programme in Comparative Literature	18	1	17	0	0	100
M.Phil.-Ph.D. Integrated Programme in Development Economics	20	0	17	3	0	100

M.Pharm. Pharmaceutical Sciences (Medicinal Chemistry)	10	1	9	0	0	100
M.Sc. Biosciences	4	1	3	0	0	100
M.Sc. in Environmental Science and Technology	4	1	3	0	0	100
M.Sc. in Chemical Sciences (Medicinal Chemistry)	7	2	5	0	0	100
M.A. (Hons.) Punjabi and Comparative Literature	4	0	4	0	0	100
M.Phil. Physics	1	0	1	0	0	100
M.Sc. Physics (Nanophysics)	7	3	4	0	0	100
M.Sc. Molecular Genetics	2	0	2	0	0	100
M.Tech. Computer Science and Technology	17	4	10	3	0	100
M.Tech. Cyber Security	13	3	8	2	0	100
2014-15						
LL.M.	3	0	3	0	0	100
2nd Semester Examination June-2015 (2014-15 Batch)						
M.Phil. Biosciences	16	0	8	3	0	69
M.Phil. Environmental Science and Technology	6	2	4	0	0	100
M.Phil. South and Central Asian Studies	11	0	10	0	0	82
M.Phil. Comparative Literature	16	1	13	1	0	94
M.Phil. Development Economics	11	3	8	0	0	100
M.Phil. Physics	10	5	5	0	0	100
M.Tech. Computer Science and Technology	7	1	6	0	0	100
M.Tech. Cyber Security	14	5	8	0	0	93
M.Pharm. Pharmaceutical Sciences (Medicinal Chemistry)	4	0	4	0	0	100
M.Sc. Biosciences	9	1	5	0	0	67
M.Sc. in Environmental Science and Technology	7	1	4	1	0	86
M.Sc. in Chemical Sciences (Medicinal Chemistry)	9	0	7	2	0	100
M.Sc. Physics (Nanophysics)	6	3	3	0	0	100
M.Sc. Molecular Genetics	6	2	3	0	0	83
M.Sc. Human Genetics	6	0	6	0	0	100
M.Sc. Genetic Diseases and Molecular Medicine	6	1	5	0	0	100
Ph.D. Course Work Examination July-2015 (2012-13 Batch)						
M.Phil.-Ph.D. Integrated Programme in Biosciences	10	3	7	0	0	100
3rd Semester Examination December-2015 (2014-15 Batch)						
M.Phil. Biosciences	Dissertation Work					
M.Phil. Environmental Science and Technology	Dissertation Work					
M.Phil. South and Central Asian Studies	Dissertation Work					
M.Phil. Comparative Literature	Dissertation Work					
M.Phil. Development Economics	Dissertation Work					

M.Phil. Physics	Dissertation Work					
M.Tech. Computer Science and Technology	7	6	1	0	0	100
M.Tech. Cyber Security	14	7	6	1	0	100
M.Pharm. Pharmaceutical Sciences (Medicinal Chemistry)	4	0	4	0	0	100
M.Sc. Life Sciences	9	2	5	0	0	78
M.Sc. in Environmental Science and Technology	7	1	5	0	0	86
M.Sc. in Chemical Sciences (Medicinal Chemistry)	9	6	3	0	0	100
M.Sc. Physics (Nanophysics)	6	0	5	0	0	83
M.Sc. Molecular Genetics	6	0	5	0	0	83
M.Sc. Life Sciences (Specialization Human Genetics)	6	1	5	0	0	100
M.Sc. Life Sciences (Specialization Molecular Medicine)	6	1	4	1	0	100
1st Semester Examination December-2015 (2015-16 Batch)						
LL.M.	12	1	6	0	0	58
M.A. Economics	12	0	6	1	0	58
M.A. Education	5	0	5	0	0	100
M.A. English (Comparative Literature and Translation)	3	0	2	1	0	100
M.A. History	5	3	1	1	0	100
M.A. Political Science	8	1	5	1	0	88
M.A. Punjabi	7	0	3	4	0	100
M.A. Sociology	4	1	0	0	1	50
M.A./M.Sc. Geography	8	1	6	1	0	100
M.Ed.	18	4	10	1	0	83
M.Pharm. Pharmaceutical Sciences (Medicinal Chemistry)	9	0	6	0	0	67
M.Phil. Comparative Literature	10	2	6	2	0	100
M.Phil. Economics	13	2	5	6	0	100
M.Phil. South and Central Asian Studies	12	4	5	2	0	92
M.Sc.Chemical Sciences with specialization in Medicinal Chemistry	13	0	6	4	0	77
M.Sc. Chemical Sciences	12	2	6	2	0	83
M.Sc. Chemistry (Computational Chemistry)	4	0	2	2	0	100
M.Sc. Earth and Geological Sciences	4	0	3	0	0	75
M.Sc. Environment Science and Technology	12	2	6	2	0	83
M.Sc. Life Sciences with specialization in Animal Sciences	11	0	8	1	0	82
M.Sc. Life Sciences with specialization in Biochemistry	16	1	8	0	0	56
M.Sc. Life Sciences with specialization in Bioinformatics	12	2	6	1	0	75

M.Sc. Life Sciences with specialization in Human Genetics	13	0	8	3	0	85
M.Sc. Life Sciences with specialization in Microbial Sciences	12	0	6	1	0	58
M.Sc. Life Sciences with specialization in Molecular Medicine	13	2	5	1	0	62
M.Sc. Life Sciences with specialization in Plant Sciences	10	1	6	0	0	70
M.Sc. Mathematics	11	2	2	5	0	82
M.Sc. Physics	15	4	8	1	0	87
M.Sc. Physics (Computational Physics)	4	0	3	1	0	100
M.Sc. Statistics	13	0	5	3	1	69
M.Tech. Computer Science and Technology	21	0	11	6	1	86
M.Tech. Computer Science and Technology (Cyber Security)	14	1	6	4	0	79
Ph.D. Course Work Examination December-2015 (2012-13, 2013-14 and 2015-16 Batch)						
2012-13						
M.Phil.-Ph.D. Integrated Programme in Environmental Science & Technology	5	0	5	0	0	100
2013-14						
M.Phil.-Ph.D. Integrated Programme in Environmental Science & Technology	2	0	2	0	0	100
Ph.D. Geography & Geology	2	0	2	0	0	100
2015-16						
Ph.D. Mathematics	1	1	0	0	0	100
Ph.D. Computational Sciences	3	3	0	0	0	100
Ph.D. Physics	1	0	1	0	0	100
Ph.D. Chemical Sciences	1	1	0	0	0	100
Ph.D. Pharmaceutical Sciences (Medicinal Chemistry)	2	2	0	0	0	100
Ph.D. Molecular Medicine	3	1	2	0	0	100
Ph.D. Human Genetics	3	1	2	0	0	100
Ph.D. Animal Sciences	1	1	0	0	0	100
Ph.D. Law	1	0	1	0	0	100
Ph.D. Geography & Geology	1	0	1	0	0	100
Ph.D. Education	5	0	4	1	0	100
2nd Semester Examination May-2016 (2015-16 Batch)						
LL.M.	12	3	6	2	0	92
M.A. Economics	12	2	10	0	0	100
M.A. Education	5	2	3	0	0	100
M.A. English (Comparative Literature and Translation)	3	0	2	1	0	100
M.A. History	5	2	3	0	0	100
M.A. Political Science	8	6	2	0	0	100
M.A. Punjabi	7	0	5	2	0	100

M.A. Sociology	4	1	0	3	0	100
M.A./M.Sc. Geography	8	0	8	0	0	100
M.Ed.	17	7	4	0	0	65
M.Pharm. Pharmaceutical Sciences (Medicinal Chemistry)	9	2	6	1	0	100
M.Phil. Comparative Literature	10	3	7	0	0	100
M.Phil. Economics	12	6	6	0	0	100
M.Phil. South and Central Asian Studies	11	5	5	0	0	91
M.Sc.Chemical Sciences with specialization in Medicinal Chemistry	12	1	7	3	0	92
M.Sc. Chemical Sciences	12	2	8	2	0	100
M.Sc. Chemistry (Computational Chemistry)	4	1	2	0	0	75
M.Sc. Earth and Geological Sciences	4	1	3	0	0	100
M.Sc. Environment Science and Technology	12	2	8	1	0	92
M.Sc. Life Sciences with specialization in Animal Sciences	11	1	8	1	0	91
M.Sc. Life Sciences with specialization in Biochemistry	16	2	6	5	0	81
M.Sc. Life Sciences with specialization in Bioinformatics	12	3	8	1	0	100
M.Sc. Life Sciences with specialization in Human Genetics	13	2	9	2	0	100
M.Sc. Life Sciences with specialization in Microbial Sciences	11	0	5	1	0	55
M.Sc. Life Sciences with specialization in Molecular Medicine	13	4	5	3	0	92
M.Sc. Life Sciences with specialization in Plant Sciences	10	1	4	3	0	80
M.Sc. Mathematics	11	3	5	3	0	100
M.Sc. Physics	15	4	9	2	0	100
M.Sc. Physics (Computational Physics)	4	1	3	0	0	100
M.Sc. Statistics	13	3	10	0	0	100
M.Tech. Computer Science and Technology	21	1	15	3	0	90
M.Tech. Computer Science and Technology (Cyber Security)	14	1	6	3	0	71
3rd/4th Semester Dissertation/Thesis Examination (2013-14 & 2014-15 Batch)						
2013-14 Batch						
M.Phil. Biosciences	7	1	5	1	0	100
M.Phil. Comparative Literature	1	0	1	0	0	100
M.Phil. Development Economics	4	0	3	1	0	100
M.Phil. Environmental Science and Technology	5	0	4	1	0	100
M.Phil. South and Central Asian Studies	2	0	2	0	0	100
M.Sc. Biosciences	4	1	3	0	0	100
M.Sc. Molecular Genetics	1	0	1	0	0	100

M.Tech. Computer Science and Technology	2	0	1	1	0	100
M.Tech. Cyber Security	2	0	1	1	0	100
2014-15 Batch						
M.Pharm. Pharmaceutical Sciences (Medicinal Chemistry)	4	0	4	0	0	100
M.Phil. Biosciences	1	0	1	0	0	100
M.Phil.Comparative Literature	4	0	4	0	0	100
M.Phil.Development Economics	8	1	7	0	0	100
M.Phil.Environmental Science and Technology	4	0	4	0	0	100
M.Phil.Physics	10	3	7	0	0	100
M.Phil.South and Central Asian Studies	6	0	6	0	0	100
M.Sc. Chemical Sciences (Medicinal Chemistry)	9	1	8	0	0	100
M.Sc. Environmental Science and Technology	6	1	5	0	0	100
M.Sc. Life Sciences	7	1	5	1	0	100
M.Sc. Life Sciences (Specialization Human Genetics)	6	0	6	0	0	100
M.Sc. Life Sciences (Specialization Molecular Medicine)	6	1	4	1	0	100
M.Sc. Molecular Genetics	4	0	4	0	0	100
M.Sc. Physics (Specialization Nanophysics)	6	0	6	0	0	100
M.Tech. Computer Science and Technology	6	2	4	0	0	100
M.Tech. Computer Science and Technology (Cyber Security)	12	5	6	1	0	100

2.12   How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

IQAC is in first year. Monitoring and Evaluation will be started.

2.13   Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	*Number of faculty benefitted*
Refresher courses	7
Orientation programmes	28
Staff training conducted by the university	0
Staff training conducted by other institutions	0
Summer / Winter schools, Workshops, etc.	4

2.14   Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	23	55	01	14
Technical Staff	10	43	01	10

Criterion – III
3. Research, Consultancy and Extension

3.1   Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

IQAC is involved in preparing document on research guidelines, rules for handling of the research projects and rules for forwarding of grants applications.

3.2   Details regarding major projects

	Completed	Ongoing	Sanctioned
Number	6		65
Outlay in Rs. Lakhs	84		1568.81

3.3   Details regarding minor projects

	Completed	Ongoing	Sanctioned
Number	1	52	5
Outlay in Rs. Lakhs	1.25	40.79	14.46

3.4   Details on research publications

	International	National	Others
Peer Review Journals	1716	594	
e-Journals	5770		

3.5   Details on Impact factor of publications:

Range   0.04 to 50   h-index   16   Nos. in SCOPUS   Publications: 244 Citations: 937

3.6   Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant Sanctioned (Rs. in Lacs)	Received
Major projects	2016	UGC-BSR, UGC, ICSSR, CUPB, SERB, DBT-MS&T, ICMR, Ministry of Earth Science, DST, BRNS, NMHS, NIRG	15,68.80	11,65.83
Minor Projects	2016	UGC, British Council, ICSSR	14.45	10.20
Projects sponsored by the University/ College	2014-2016	CUPB	135.83	
Total			**1719.08**	**1176.03**

3.7   No. of books published   i) With ISBN No.   50   Chapters in Edited Books   270

ii) Without ISBN No.   28

3.8   No. of University Departments receiving funds from

UGC-SAP [ ]   CAS [ ]   DST-FIST [ ]

DPE [ ]   DBT Scheme/funds [ ]

3.9   For colleges   Autonomy [ ]   CPE [ ]   DBT Star Scheme [ ]

INSPIRE [ ]   CE [ ]   Any Other (specify) [ ]

3.10   Revenue generated through consultancy   1.6 lacs

3.11   No. of conferences organized by the Institution

Level	International	National	State	University	College
Number					
Sponsoring agencies					

3.12   No. of faculty served as experts, chairpersons or resource persons | Over 80% |

3.13   No. of collaborations   International | 1 | National | 9 | Any other | |

3.14   No. of linkages created during this year | 3 |

3.15   Total budget for research for current year in lakhs :

From Funding agency | 1382 | From Management of University/College | 142 |

Total | 1524 |

3.16   No. of patents received this year

Type of Patent		Number
National	Applied	01
	Granted	00
International	Applied	00
	Granted	00
Commercialised	Applied	00
	Granted	00

3.17   No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
28	7	18		3		

3.18   No. of faculty from the Institution
who are Ph. D. Guides | 80 |
and students registered under them | 170 |

3.19   No. of Ph.D. awarded by faculty from the Institution | 0 |

3.20   No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF | 50 | SRF | 03 | Project Fellows | 2 | Any other | |

3.21   No. of students Participated in NSS events:

University level | 500 | State level | 0 |
National level | 0 | International level | 0 |

3.22   No. of students participated in NCC events:

University level | 0 | State level | 0 |
National level | 0 | International level | 0 |

3.23   No. of Awards won in NSS:

University level | 0 | State level | 0 |
National level | 0 | International level | 0 |

3.24   No. of Awards won in NCC:

University level | 0 | State level | 0 |
National level | 0 | International level | 0 |

3.25 No. of Extension activities organized

University forum	0	College forum	0		
NCC	0	NSS	5	Any other	

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

The university plays its role in the social upliftment of the less developed region of Punjab and involves its faculty and students in different ways. It has organized blood donation camps, world cancer day, computer literacy programme for senior citizens, innovators days to motivate local people and farmers in generating the novel innovative ideas which will benefit the society, skill development training to youth, etc. In all these programmes, the teaching faculty along with post graduate and Ph.D. students are involved to sensitize them of their social responsibilities and to motivate them for their social commitment by virtue of visualizing the impact of the services rendered at community level.

The social outreach programs which have created an impact on students' campus experience are:

- World Earth Day, April 22, 2015
- Human Rights Day, December 10, 2014 (Theme: Human Rights of Unpaid Homemakers: Will a Price Tag Help Empowerment of Women?)
- Celebration of International Women's Day, March 4, 2015
- Labour Day, May 1, 2015
- Fascination of Plants Day, May 18, 2015
- World Biodiversity Day, May 22, 2015
- World Environment Day, June 5, 2015
- Yoga Week, June 15-21, 2015
- International Day Against Drug Abuse, June 26, 2015
- World Population Day, July 11, 2015

CUPB has become a part of Unnat Bharat Abhiyana. The university has planned and is working on the health related issues of local population involving the testing of following parameters in its laboratories on the campus under community development programmes:

- Ground and surface water
- Soil health
- Food grown in the area
- Human health through testing of relevant parameters of the blood samples.

Following five villages have been adopted: Ghudda, Badal, Daula, Multania, Pakka Kalan
CUPB provides skill-oriented programmes relevant to regional needs in the campus with the objective to provide specialized manpower to meet the regional needs.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing
Campus area	35 acre
Class rooms	701.2 sq. m.
Laboratories	1711.32 sq. m.
Seminar Halls	103.8128 sq. m.
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	06
Value of the equipment purchased during the year (Rs. in Lakhs)	15,82,932.00

4.2 Computerization of administration and library

- Library automation — Yes. Library is fully automated with SLIM21 software. The University Library is equipped with Radio Frequency Identification (RFID) and Electro Magnetic Security System (EMSS) providing automated self-service facility for the users and high end security. RFID system installed in the University Library is with the latest technology and configuration in this regard. It ensures efficient service delivery and security with minimum human input.

- Total number of computers for general access — 10

The examination branch has automated result processing system for improved efficiency of evaluation, tabulation and declaration of result.

4.3 Library services: From 2009 to 2016

	Total	
	No.	Value
Text Books and Reference Books	30,174	314.44 Lacs
e-Books	0	0
Journals	40	
e-Journals	9107	315.78 Lacs
Digital Database	14	
CD & Video	444	26,163 (app.)
Others (specify)		

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments
Existing	52	07	1 Gbps-NKN 100 Mbps	Computer Centre Library	01	01	01

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

S.No.	Event	Programme date
1.	Workshop cum training programmes about different online resources (i.e. Web of Science, End Note, SCOPUS etc.).	07.05.2015
2.	Training programme on 'Grammarly' software for proof reading and plagiarism.	01.05.2015
3.	One day training workshop on plagiarism detection web tools and also generation of faculty accounts on plagiarism detection software.	12.09.2014
4.	E-resource awareness programme.	19.05.2012
5.	Science Direct user awareness programme.	19.09.2011

4.6 Amount spent on maintenance in Rs. :

   i)   ICT   2,000.00

   ii) Campus Infrastructure and facilities   6,10,772.00

   iii) Equipments   7,47,537.00

   iv) Others   5,27,501.00

                                    Total :   **18,87,810.00**

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

IQAC was instrumental in establishment of Mentor-Mentee System on the campus and also the establishment of grievances cell, anti-discriminating cell and SC/ST/OBC & Minorities Cell. IQAC also established students support services such as academic advisors.

5.2 Efforts made by the institution for tracking the progression

The university has established an academic monitoring unit which tracks the student progression.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
0	810	182	

 (b) No. of students outside the state   709

 (c) No. of international students   0

Men

No	%
NA	0

Women

No	%
NA	0

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
343	73	28	137	01	582	230	45	28	107	0	410

Dropout % 14.85%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Central University of Punjab started Competitive Examination Cell (CEC) with aim to provide right direction to the talented youth and atmosphere of competition, learning and succeeding. The university's competitive examination cell continuously strives to guide the students in choosing their careers. Due to longer research hours and the time crunches felt by the students, the university has arranged coaching classes for the students aspiring to compete for various competitive examinations. Classes are conducted in the evening after lectures to enable as many students as possible to avail of this facility. Teachers from different Centres of the university coach the students. The objectives of CED are:

- To provide intensive subject specific coaching for UGC/CSIR-NET, ICMR, DBT, GATE, GPAT, Civil services examination, etc.;
- To build positive state of mind and self-confidence among the students;
- To encourage SC/ST/OBC and women candidates to appear in competitive examinations.

5.5 No. of students qualified in these examinations

NET   81   SET/SLET   3   GATE   63   CAT   0

| IAS/IPS etc | 0 | State PSC | 1 | UPSC | 0 | GPAT | 32 | Others | 39 |

5.6 Details of student counselling and career guidance

Career Counselling: The university has a "Placement Co-ordination Cell" and then each centre has its own Placement Cell. These cells offer personalized career counselling. With increasing strength of the students graduating from CUPB, Placement Cells are becoming more and more active.

To coordinate various placement activities, CUPB has multiple levels of support. A university level "Placement Coordination Cell" mainly coordinates the placement activities. In addition, three main faculties have their own Placement cells and then each centre has constituted a placement cell. These cells expose students to job opportunities, prepare them for group discussion and interview and develop entrepreneurial skills. The constitution is as under:

- *Placement Coordination Cell*

  - Prof. P. Ramarao, Dean Academic Affairs

  - Prof. A. K. Dhawan, Dean School of Health Sciences

  - Dr. Tarun Arora, CoC for Law

  - Ms. Shweta Arora, Deputy Registrar

The Placement Coordination Cell looks after the activities of the various placement cells of the university and is responsible for generation of the reports / presentations etc.

- *Placement Cell - Sciences:*

  - Prof. V.K. Garg, Dean School for Environment and Earth Sciences- Chairman

  - Dr. Pankaj Bhardawaj, Assistant Professor, Centre for Plant Sciences

  - Dr. Yogalakshmi K.N., Assistant Professor, Centre for Environmental Science and Technology

  - Dr. Sandeep Singh, Assistant Professor, Centre for Human Genetics and Molecular Medicine

  - Dr. Preeti Khetarpal, Assistant Professor, Centre for Human Genetics and Molecular Medicine

  - Dr. Achchhe Lal Sharma, Assistant Professor, Centre for Physical Sciences

- *Placement Cell - Engineering and Technology:*

  - Prof. Dr. A. K. Jain, Dean, School of Engineering and Technology- Chairman

  - Er. Meenakshi, Assistant Professor, Centre for Computer Science and Technology

- Dr. Vinod Kumar, Assistant Professor, Centre for Pharmaceutical Sciences and Natural Products

- *Placement Cell - Humanities:*

  - Dr. Zameerpal Kaur, Assistant Professor, Centre for Comparative Literature-Chairperson

  - Dr. Kiran K. Singh, Assistant Professor, Centre for Geography and Geology

  - Dr. Deepak Kumar, Assistant Professor, Centre for Law

In addition to above committees, each centre of the university has a Placement Cell consisting of the following:

- CoC as Chairperson
- One Professor
- Two Associate Professors
- Two Assistant Professors

No. of students benefitted   29

5.7 Details of campus placement   29

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
-	-	29	50

5.8 Details of gender sensitization programmes

The CUPB community comprises of individuals from different regions, religions, caste affiliations, linguistic backgrounds and financial status. Therefore, discriminations based on caste/sex/ appearance/state of domicile etc. is dealt with extreme seriousness.

The university puts in best efforts to ensure that no community faces incidents of discrimination on the campus. As per the guidelines given by UGC and Supreme Court of India, the university has set-up a separate cell with the purpose of making the university a gender sensitive institution, where all the women employees and students could achieve their full potential.

Complaint Committee to deal with the complaints regarding sexual harassment/abuse in Central University of Punjab, Bathinda is as given in the *Table*. There is online provision for filing the complaint. Also, CUPB has a very active Human Rights Club, which organizes awareness programmes about human rights.

Table Composition of Complaint Committee for cases of sexual harassment at CUPB

1.	Dr. Surinderjit Kaur Bawa Professor, Centre for Education CUP, Bathinda	Presiding Officer

2.	Dr. Sushil Kumari Gupta Officer on Special Duty (Academic and Admin)	Member
3.	Dr. Satwant Kaur Bhullar Principal, RBDAV Senior Secondary School, Bathinda	Member
4.	Mr. Jagmohan Kaushal Founder and President Teachers Home Trust, Bathinda	Member (NGO)
5.	Mrs. Shweta Arora (Member) Deputy Registrar, CUP, Bathinda	Member Secretary
6.	Dr. Deepak Kumar Assistant Professor CUP, Bathinda	Member
7.	Dr. Anil Kumar Mantha Assistant Professor CUP, Bathinda	Member
8.	Dr. Kiran Kumari Singh Assistant Professor CUP, Bathinda	Member

5.9 Students Activities

5.9.1   No. of students participated in Sports, Games and other events

State/ University level [15%]   National level [0]   International level [0]

No. of students participated in cultural events

State/ University level [25%]   National level [0]   International level [0]

5.9.2   No. of medals /awards won by students in Sports, Games and other events: NIL

Sports : State/ University level [0]   National level [0]   International level [0]

Cultural: State/ University level [0]   National level [0]   International level [0]

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	195	107.33
Financial support from government	39	44.13

5.11   Student organised / initiatives

Fairs   : State/ University level [0]   National level [0]   International level [0]

Exhibition: State/ University level [2]   National level [0]   International level [0]

5.12   No. of social initiatives undertaken by the students   [5]

5.13 Major grievances of students (if any) redressed:

The grievances of the students are addressed at different levels. The concerned CoCs or incharge of the unit is the grievances redressal officer. Thereafter, there is appeals committee, review committee and mercy appeals to the Vice Chancellor.

Criterion – VI

6. <u>Governance, Leadership and Management</u>

6.1 State the Vision and Mission of the institution

The Central University of Punjab has a vision to attain global standards of teaching, learning and research and to act as a catalyst of change by setting bench-marks for academic excellence, interfacing with stake-holders and service to the surrounding communities.

Its mission is to offer a wide range of academic and research facilities for integrated and cross-disciplines and to create a skilled workforce responsive to regional, national and global needs of academia, industry, administration and the society.

At Central University of Punjab, Bathinda (CUPB), all the academic programmes are designed on pragmatic philosophy of education which makes the teaching-learning process motivating. The design and implementation of the academic programmes keeps the focus on societal needs. Thus, the vision and mission of the university is reflected in academic programmes in multiple ways as below:

- The academic programmes in all the schools have been structured to nurture understanding in the young minds. Special emphasis is laid on:

    i)   Coherent curriculum
    ii)   Hands on practical skills
    iii) Employability
    iv)   Societal concerns
    v)   Academic flexibility
    vi)   Result oriented teaching

- The CUPB has designed many unique interdisciplinary programmes such as Life Sciences with specialization in Molecular Medicine and Human Genetics to cross-pollinate with new ideas and new technologies. Programmes in Computational Sciences are designed to include Computational Physics, Computational Chemistry and Bioinformatics.

- Programmes like Environmental Science and Technology address the global and national issues, while retaining a focus on environmental problems of this region.

- The programmes on Translational Biomedical Research and Pharmaceutical Sciences are designed to meet the regional, national and global needs of academia and industry.

- The university has established a Centre for South and Central Asian Studies and also has programmes in different languages, laws, social sciences and education to become a global epicentre of knowledge, culture and skills.

- Programmes in Computer Science and Technology and Cyber Security are important to current social and national needs.

Thus, the institutional vision and mission is amply engrossed in CUPB's academic programmes.

6.2 Does the Institution has a management Information System

Yes

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

CUPB follows a systematic process in the design and development of the curriculum. The programmes are designed on the basis of academic, national and international needs and are in line with the guidelines of the relevant regulatory bodies like UGC, CSIR, AICTE, BCI, PCI, NCTE etc. The National Model Curriculum of UGC is also kept in mind.

Design of courses of study is prepared by the "Curriculum Development Committee" which includes faculty of the centre. The stepwise procedure involved in curriculum design is as follows:

- Need assessment and proposal by Curriculum Development Committee of the centre is followed by recommendations of the Academic and Administrative Committee of centre and discussions in Board of Studies and School Boards.

- The curriculum is approved by the Academic Council and sent to Executive Council for ratification and Visitor for information.

6.3.2 Teaching and Learning

Academic calendar of the university is prepared by a committee under the chairmanship of Dean Academic Affairs where in all the university activities are planned and scheduled.

Academic Calendar of every centre is prepared by the Academic and Administrative Committee. The calendar of the Centres also includes activities such as organization of seminars/workshops/invited lectures etc.

6.3.3 Examination and Evaluation

Continuous Internal Assessment includes surprise test of 25% weightage, two pre-announced tests of 25% weightage each and an end semester examination of 25% weightage.

All dissertations research/project reports of CUPB are assessed by external subject matter experts.

6.3.4 Research and Development

CUPB follows many innovative practices such as provision of Research Seed Money to faculty members, Earn While You Learn Scheme for Students, Competitive Examination Cell, Inter Disciplinary Centres of Excellence, Identification of Centres with Potential for Excellence, Professional Development Allowance, Research Awards for National International Recognition, Human Rights Group, Environment Auditing and Monitoring Cell, Automated Result Processing system.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Library

- Library automation

Yes. Library is fully automated with SLIM21 software. The University Library is equipped with Radio Frequency Identification (RFID) and Electro Magnetic Security System (EMSS) providing automated self-service facility for the users and high end security. RFID system installed in the University Library is with the latest technology and configuration in this regard. It ensures efficient service delivery and security with minimum human input.

- Total number of computers for general access

10

ICT

The university has been enhancing its audio visual resources. A basic multi-conferencing facility has been established in the first phase of a futuristic ICT-enabled teaching-learning.

ICT class rooms with well-equipped interactive white board with Wi-Fi connected projector, wireless access point and necessary network and other accessories are available in auditorium, seminar hall and three other centres of the university (Centre for Environmental Science and Technology, Centre for Plant Sciences and Centre for Education). In addition class rooms in all other centres have projector facility.

Physical Infrastructure

The university houses different schools and centres. Each centre is well equipped with physical infrastructure such as class rooms, teaching and research laboratories with sophisticated instruments. The Central University of Punjab has well-established procedures to ensure the availability of physical facilities for its various functions and makes systematic efforts to upgrade its facilities and ensure their optimal use, as below:

(a) The coordinators of various centres, incharges of administrative units and campus manager submit their requirements for the forthcoming academic year. The Academic and Administrative Committees plan ahead for all requirements regarding classrooms, laboratories, furniture and other equipment. Based on these recommendations, the university makes plan for the year; purchase section then invites quotations and makes purchases. Many other steps are involved:

- The computer centre reviews its computer status and replaces the obsolete systems and servers with new ones.

- Infrastructural facilities such as furniture and air conditioners are serviced, replaced and augmented as the need arises.

- A faculty member is made the lab in-charge for each lab to ensure that the labs are maintained and utilized properly. The university makes optimal utilisation of the available facilities.

- To facilitate the purchase of the infrastructure requirements, many committees are made with 2-3 faculty members and a senior professor as chairperson. Maintenance of equipment is done through the Annual Maintenance Contracts, while minor repair works are carried out on request.

- All efforts are made to ensure complete maintenance of the infrastructure and facilities. Various committees keep monitoring the systems: Campus Upkeeping Committee, Seminar Hall Committee, Auditorium Committee, Mess and Canteen Committee are some of these.

The office of the Executive Engineer takes care of the problems associated with electrical lines, water supply lines etc.

(b) CUPB ensures optimal utilization of its facilities by engaging students and faculty to use these and by calculating occupancy rate of the various equipment. The central instrumentation lab incharge maintains the record of the usage of the sophisticated instrument in a register and the hours of usage (*Section 3.3.3*) is then reported regularly to the competent authority. The CIL facility is also open for students of other universities. The classrooms are fully engaged and have 100% occupancy rate.

6.3.6 Human Resource Management

Every effort is made for optimum utilization of human resources.

6.3.7 Faculty and Staff recruitment

The best faculty, who would serve as role models, are recruited by the procedure described below. The mechanism of award and recognition is in place.

- Faculty positions are advertised in 94 leading regional and national newspapers through Directorate of Advertising and Visual Publicity (DAVP), Ministry of Information and Broadcasting
- All faculties are both NET and Ph.D.
- Recruitment process is fair and transparent having best experts for the selection committee, mostly fellows of National Academies.
- University sends letters to Fellows of National Academies asking them to encourage best faculty and researchers to apply at CUPB.

6.3.8 Industry Interaction / Collaboration

The university has two important advisory bodies- the University Industry Forum and the University Industry Council. Both include the representatives of industries from domain areas of CUPB. Vice Chancellor is the chairperson of these bodies and senior faculty members co-ordinate and participate in these. These processes ensure the involvement of its stakeholders in decision making process of the university at all levels. During planning stages of the main campus, even local people were explained the development plans.

The Vice Chancellor, Dean Students' Welfare, Deans, CoCs and students supervisors meet the members of the Student Council to address any matter of concern pertaining to the students. All this ensures that the management continuously interacts with the stakeholders.

6.3.9 Admission of Students

Transparency in admission process: To ensure publicity and transparency in the admission process, the following strategies are adopted:

(i) Advertisements are given in 94 leading regional and national newspapers through Directorate of Advertising and Visual Publicity (DAVP), Ministry of Information and Broadcasting.

(ii) Admissions are through Central Universities Common Entrance Test (CUCET), which further promotes wide publicity and transparency in the process. Admissions to Master's degree programmes are based solely on the score obtained in CUCET.

(iii) For admissions to Ph.D. programmes, a candidate should have qualified one of the National level examinations: UGC/CSIR NET, GPAT, ICMR/ICAR NET or should be working in a CUPB's externally funded research project.

It is the testimony of a robust admission process that for the academic year 2015-16, CUPB admitted 513 students to various programmes out of 6747 applicants without any complaint.

6.4 Welfare schemes for

There is a health centre, a physical fitness centre and a day care centre for kids of university employees. The university is planning for the health insurance scheme for the students and staff of the university. Scheme of LTC is available to faculty and employees.

6.5 Total corpus fund generated   16,939.34 Lacs

6.6 Whether annual financial audit has been done   Yes ✓   No ☐

6.7 Whether Academic and Administrative Audit (AAA) has been done?

It is proposed to begin Academic and Administrative Audit from this year.

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes   Yes NA   No ☐

For PG Programmes   Yes ✓   No ☐

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Continuous Internal Assessment includes surprise test of 25% weightage, two pre-announced tests of 25% weightage each and an end semester examination of 25% weightage.

All dissertations research/project reports of CUPB are assessed by external subject matter experts.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

CUPB has no affiliated colleges

6.11 Activities and support from the Alumni Association

Alumni Association of CUPB has already been constituted vide Notification No. CUPB/CC/15/EC-15/17 dated July 31, 2015. First meeting/get together was conducted by Alumni Association of University on December 14, 2015 and the second Alumni Meet was scheduled for October 14, 2016.

6.12 Activities and support from the Parent – Teacher Association

The Parent Teacher Association will be established.

6.13 Development programmes for support staff

NIL

6.14 Initiatives taken by the institution to make the campus eco-friendly

Bathinda is known to be a cancer prone district due to presence of heavy metals in water and high usage of agrochemicals. This region has multiple environmental problems and therefore the Central University of Punjab has put in sincere efforts to work for the environment issues. A separate centre for Environmental Science and Technology has been established and an Environment Awareness Club actively works to address the issues.

Best efforts are made for energy conservation in the campus. For the year 2009-10, Punjab Energy Development Agency adjudged the CUPB as the second best government institution in energy conservation and gave an award for its "constant efforts in energy conservation".

The university in its mandate has declared "Environment and Health" as its major thrust area for research and has established the Environment Monitoring and Auditing Cell in the university with the following mandate:

- Monitoring and record keeping of baseline data for the City Campus and surrounding areas.

- Creating baseline data for the environmental status of the main campus of the university.

- Performing environmental monitoring on regular basis in the CUPB adopted villages.

- Auditing the activities initiated by various environmental development cells in the university.

Work accomplished:

The Environment Awareness Club and Environment Monitoring and Auditing Cell have already accomplished the following:

- Purchase of various instruments and establishment of environmental analysis techniques.

- Monitoring of groundwater and soil samples for heavy metals in Talwandi Sabo and Goniana villages.

- National Workshop on "Water Quality and Health: Training the Teachers" held in February, 2015.

- Awareness Talk on "Watershed Management in Punjab" on the Water Conservation Day.

CUPB has constituted many structured groups and policies to take care of the environment. For strengthening the various environment related activities, Environment Awareness Club and other sub groups have now been reconstituted

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

The very establishment of CUPB campus by utilizing an abandoned, dilapidated building is an innovative concept. CUPB has introduced many innovative steps and policies to create positive impact on academic and work environment:

- The schools and centres are organised in a very innovative way i. e School of Legal Studies and Governance, School of Social Sciences, Centre for Human Genetics and Molecular Medicine, Centre for Computational Science are some examples.

- Many of our programmes are unique and innovative like Human Genetics and Molecular Medicine, Environmental Law etc.

- Innovative programmes like Computer Literacy Programme for senior citizens, Human Rights Certificate Programme, Earn While You Learn scheme, Competitive Examination Cell have been initiated by the university.

- Many class room innovations: Term papers, online exams, lectures on intranet.

- Due to limitation of new construction in transit campus, portable hostels are constructed.

Besides these, the university has taken the initiative to capture all innovations in various academic institutions and at local level through Innovators Club of the university.

Innovators Club of the university plays a hub for promotion and dissemination of creativity, exploring opportunities and methods of innovations and creating inductive environment for creative minds from different backgrounds. Common platform for awareness about innovations through organization of seminars, symposia, exhibitions, debates, declamations, lectures/interactive sessions/discussions with the visiting faculty and scientists.

The club has celebrated two innovators day as per details mentioned below:

- First Innovators Day was celebrated on 17th January, 2014, in which 160 participants participated and 50 various innovative models were shown. The main attraction was of paddy chopper. Other innovative models were like 'Smart Laser Security System', 'Cell phone Controlled Agricultural Motor Pump', 'Mobile and Theft Detectors', 'Bio Gas Purification', 'Jamun Dye Solar Cell' etc.

- Second Innovators Day was celebrated on 22nd January, 2015. It had 125 participants and 44 models were shown.

- Rashtriya Avishkar Abhiyan has been initiated to make science interesting for school children, inculcate a desire for enquiry based learning and encourage students towards the fields of mathematics and science learning. Rashtriya Avishkar Abhiyan laboratory was inaugurated at

CUPB on 27.08.2015. On this occasion, children from five schools/colleges (R.B. D.A.V School, Bathinda, Shaheed Sipahi Sandeep Singh School, Bathinda, Silver Oaks Public School, Bathinda, D.A.V College, Bathinda and Sukhanand Girls College, Bathinda) visited CUPB.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

IQAC is in the first year, hence not applicable.

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

Practice 1

Title: Research Seed Money scheme

Objective:
The main objective of Research Seed Mondy scheme is to provide congenial atmosphere for independent research to newly joined faculty members. The underlying idea is to encourage independent research ideas of young faculty members.

*The Context***:**
CUPB has appointed young faculty from all over India and abroad. It is important to help them initiate research quickly. Seed money provided on day one to initiate research, coupled with ready availability of equipment in Central Instrumentation Lab, considerably reduces the time lag for productive research. The major challenge is to enable the new faculty begin research with least possible time gap.

*The Practice***:**
The university has approved 21 research projects underlying this scheme. Upon joining CUPB, a faculty member is provided up to Rs 3.0 lacs as grant for research. This helps them in processing chemicals and other small equipment and contingencies. They have another 3.0 lacs as professional development allowance for travel, books, conferences, etc. Post graduate students and Central Instrumentation Lab complete their research requirement for a start.

*Evidence of Success***:**
Twenty one faculty members have availed this scheme and initiated research quickly and then got externally funded projects for continuing their work.

*Problems encountered and resources required***:**
Though financial resources are enough, but it is not sufficient especially for humanities faculty members as programme has policy of grant for Rs. 3 lakh for science faculty members and Rs. 1.5 lakh for humanities faculty members.

Practice 2
Title : Automated Result Processing System

Objective:
To speed up the work of result declaration and to increase the accuracy and efficiency of examination system.

*The Context***:**
The examination cell has developed in-house software for result processing and printing of tabulation sheets and mark-sheets. This system has been successfully implemented from academic session 2014-15. Now the results are being processed and tabulation sheets and marks sheets are being printed with the help of this software.

*The Practice***:**
Major features of the system are:

1. Once the awards are fed in the system, coloured tabulation sheets and DMCs are ready immediately with 100% accuracy.
2. The software also incorporates the security features like Q-R, BAR code and specialized seal of examination cell.
3. For increased security, both tabulation sheets and DMCs bear coloured photo-graphs of students.
4. The system has been successful in saving the cost, man-power and valuable time of the examination branch.
5. As the system has been developed in-house by examination cell, therefore the updating and maintenance is always fast and easy.

Examination Web Portal

The examination cell hosts its separate web portal since 2015, which can be accessed from anywhere through internet.

Main features of the web-portal are:
- Beginning with the session 2014-15, all the examination related data has been uploaded on this web portal.
- Students can view all DMCs and internal assessment from anywhere through internet by just entering student ID and date of birth.
- As data is online, marks-sheets can be verified online for originality.
- The web-portal is linked with main website and is available in "Student Corner" section of main website; however it can also be accessed from address *http://14.139.242.5:83*.
- The data on this web portal is very secure at it is in-house developed by the examination cell and is hosted on the own server of examination cell.
- All rules and regulation have been uploaded on the portal.

*Evidence of Success***:**
- The system has saved time, human efforts and speeded up the declaration of result. In place of 12 to 15 days as earlier, the results can be compiled error-free in 3 to 4 days.
- The university has prepared high quality degree certificates for all the eligible students with the following features: non tear-able, termite proof, water proof, rodent proof, temperature proof paper with 100 years life; micro text security feature; ultraviolet light text security feature; correlation patch security feature; barcode security feature; QR code security feature; background variable data vertical and horizontal; water mark; clear ink logo and text; clear ink with VD.
- The system has significantly reduced complaints and is cost effective.

*Problems encountered and resources required***:**
There are no problems, but it requires technical manpower for data entry and needs dedicated web space.

7.4 Contribution to environmental awareness / protection

As in 6.14.

7.5 Whether environmental audit was conducted?   Yes ☑ ☐

7.7 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

8. **Plans of institution for next year**

In addition to the above mentioned activities, which will be continued, IQAC will conduct Students and Faculty feedback and maintain also APR data of the faculty.

Prof. A. K. Dhawan   *Prof. R. K. Kohli*

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Signature of the Director, IQAC   *Signature of the Chairperson, IQAC*

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Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

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