



INSTITUTIONAL ASSESSMENT AND ACCREDITATION **(Effective from July 2017)**

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON **INSTITUTIONAL ACCREDITATION OF** **DAV UNIVERSITY JALANDHAR** **U-0776**

Jalandhar
Punjab
144012

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:General Information		
1.Name & Address of the institution:	DAV UNIVERSITY JALANDHAR Jalandhar Punjab 144012	
2.Year of Establishment	2013	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	10	
Departments/Centres:	22	
Programmes/Course offered:	44	
Permanent Faculty Members:	183	
Permanent Support Staff:	22	
Students:	3007	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Good waste management policy 2. Amenities available in the University is appreciable 3. Holistic development for the students	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 09-06-2025 Visit Date To : 11-06-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. K K SAJU	Vice Chancellor,Kannur University /Cochin University
Member Co-ordinator:	DR. AMAR KUMAR MOHAPATRA	Professor of Universities/Colleges at level 14 of 7th CPC,Indira Gandhi Delhi Technical University Or Women
Member:	DR. SONIA MALIK	Professor of Universities/Colleges at level 14 of 7th CPC,Maharshi Dayanand University
Member:	DR. MUKESHKUMAR PATEL	Professor of Universities/Colleges at level 14 of 7th CPC,Indian Institute Of Teacher Education
Member:	DR. CHELLASAMY P	Professor of Universities/Colleges at level 14 of 7th CPC,Bharathiar University
Member:	DR. DR RAMESH LONDONKAR	Professor-HAG (Higher Academic Grade pay of Level 15 of 7th CPC),GULBARGA UNIVERSITY
Member:	DR. NEENA KOHLI	FormerProfessor of

Section I:General Information		
		Universities/Colleges at level 14 of 7th CPC,University Of Allahabad
NAAC Co - ordinator:	Dr. Pratibha Singh	

Section II:Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QIM) in Criterion 1)	
1.1	Curriculum Design and Development
1.1.1 QIM	<p>Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University</p> <p>All the academic programs of the University have been designed to cater the needs and aspirations of the society and industry. The inputs from all the stakeholders have incorporated in the development of the curriculum. The Pos and Cos are integrated with the view of developing knowledge, skills and attitudes of the students. The curriculum has been subjected to periodical revision by incorporating the feedbacks collected form the stakeholders and inline with regional, national and global trends. The programs are planned to turn the students into entrepreneurs and employable. The gap between academia and industry has been narrow down through courses focussing on professional skills. Skill development courses have been integrated into the curriculum to make the students employable in the employment market. The students have been actively engaged with the industry through varied activities. The students were made to be ready for employment through courses stressing on practical knowledge. Webinars, workshops, placement and technical skills training programs are periodically conducted. Employability, entrepreneurship and skill development of all the UG programmes of the University align with the National Education Policy 2020. The programmes equip the students with the competencies essential for the success of the careers and also contribute to the socio-economic growth of their region, nation and global as a whole.</p>
1.1.2 QIM	<p>The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements</p> <p>The University academia is flexible to the adequate level to satisfy the students with respect to employability, entrepreneurship and skill development. Plenty of new courses (93.34%) have been introduced to all programmes during the assessment period with due recommendations of the BOS. Courses focussing on communication, problem solving, teamwork, leadership and adaptability are developed to enhance the professional skills. Through centre for innovation and entrepreneurship the University supports the aspiring students to fulfil the dream of becoming an entrepreneur. The skill development courses equip the students to prepare well and outshine in industries that are driven by innovation and technology. Out of 1021 the consolidated number of courses offered by the University in all the programmes 953 new courses.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</p> <p>Issues related to human values, professional ethics, gender equality, environment and sustainability are addressed in the courses of all the UG programmes as per NEP 2020. Value based living Vedic values, personal, social and professional ethics are inculcated in to the minds of students through the courses of human values. The present environmental status of earth and the wellbeing's of each living are brought to the knowledge of the students through the course environmental studies. The University's women empowerment cell has promoted gender sensitization conducted various events periodically. To achieve the sustainable development goal set by NEP 2020, the University has offered courses to enrich the curriculum.</p>

Qualitative analysis of Criterion 1

The curriculum designed and developed by the University for the programmes has incorporated employability, entrepreneurship, skill development, human values, environment awareness and gender sensitization. The curriculum of the academic programmes offered by the University aligns with needs and goals of the society, environment and industry. To attain the goal outlined by the NEP 2020, the BOS of all the UG programmes periodically revised and it reflected in POs and COs. To enrich the curriculum of various programmes the University has multidisciplinary approach and holistic development. Activity based learning and co-curricular activities are added in to the curriculum for holistic development of the students.

Criterion 2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion 2)	
2.2	Catering to Student Diversity
2.2.1 QIM	<p>The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student</p> <p>The institute has a mechanism to identify fast and slow learners based on the score obtained in continuous assessment and marks secured in mid term assessment. If the score is less than 40 % then they are identified as slow learners and if the score is more than 80 % then they are called fast learners. They take remedial classes like tutorial classes, doubt clear classes etc for slow learners. University offers Project based learning and open ended assignments.</p>
2.3	Teaching- Learning Process
2.3.1 QIM	<p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT-enabled tools including online resources for effective teaching and learning process</p> <p>the institute offers students centric learning methods like activity based learning like mind map, jigsaw. Activities are conducted in the class room and out side the class room. Feedback from the students taken regarding the efficacy of the activities. Teachers use PPTs through the LCD projectors. Industrial visits with a average of 2 per semester is organised by the department.</p>
2.3.2 QIM	<p>The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues</p> <p>The institute implements a mentor-mentee system, assigning each mentor to a group of 20-30 students, with a dedicated time-slot in the timetable reserved for their interactions. The psychological issues are addressed by the faculty members of Pshychology department. They have a certified counsellor to address pshychological issues</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p>The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution</p> <p>The institute has clearly defined Course Outcomes (COs) and Program Outcomes (POs), which are available on the website. The COs are also included in the question papers and documented in the course files, ensuring their integration into the assessment process</p>

Qualitative analysis of Criterion 2

DAV University integrates Outcome-Based Education (OBE) across all its programs by clearly defining and publishing Program Educational Objectives, Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) through its website, syllabi, academic regulations and departmental displays. Further DAVU has highlighted Course outcomes and Bloom's Taxonomy Levels in the question papers. After the COs are formulated for each course, they are systematically mapped to the relevant POs and PSOs. CO and PO is assessed on the basis of direct attainment (80%) and indirect attainment (20%) on the basis of

feedback of different stakeholders.

Criterion 3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion 3)

3.1	Promotion of Research and Facilities
3.1.1 QIM	<p>The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented</p> <p>The University provides good support for research through internal funding opportunities, including seed grants and access to advanced research facilities and infrastructure. the Institution is promoting external funding from government bodies, industry partners, and other sources. Policy is defined and uploaded and implemented .Interdisciplinary partnerships with academic institutions, industries and government agencies, and community organizations to tackle complex research challenges and enhance research impact are promoted.</p>
3.3	Innovation Ecosystem
3.3.1 QIM	<p>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</p> <p>IKS and Incubation facilities are available.Incubation facilities needs to be scaled up.The Institution has its own policy based on NISP. Number of start ups are less.IPR cell is functional and conducts a number of programs. regular workshops and seminars, participants are informed on how to protect their innovations. The institution provides informative materials and expert consultations to offer tailored advice on navigating the complexities of IPR. Under DST -SHRI scheme a research project based on IKS was awarded.</p>
3.6	Extension Activities
3.6.1 QIM	<p>Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)</p> <p>Contributions to the upliftment of society through its various extension activities, conducted under the National Service Scheme (NSS) and National Cadet Corps (NCC) in collaboration with Department of Zoology (Entrepreneurship Assistance Program), Faculty of Agriculture, Department of Education and Department of Psychology have been made.</p> <p>The following cases have been presented</p> <p>The details of the following events have been showcased</p> <ol style="list-style-type: none"> 1. Women in the groups have improved their livelihoods by engaging in Small-Scale Entrepreneurship, DAV University collaborated with ICICI foundation to provide Financial Support to the SelfHelp Groups to procure machines for their entrepreneurial ventures 2..Five Plantation Campaigns were seen organized, Twenty Awareness Rallies were seen recorded on Drug Free India, Stubble Burning, and Paddy Straw Burning etc. 3.Details of three Blood Donation Drives, One Dental Care Camp, One Eye Checkup Camp, and

Ten Awareness Programs on Breast Cancer, Menstruation, Self-Defense, and Drug Abuse have been presented

4. Farmers Assistance Program (FAP) in villages

Qualitative analysis of Criterion 3

The h index of the University looks satisfactory. The University has encouraged the faculties for more external funding. Activities in the Innovation should scale up. More focussing on traditional research and publications patterns need to be made. The extension activities in the neighbourhood community is fairly good. The University is encouraged to continue to the same in future course.

Criterion 4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion 4)

4.1 Physical Facilities

4.1.1 QIM *The institution has adequate infrastructure facilities for*

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

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

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

Describe the adequacy of facilities within a maximum of 500 words

DAV University presents a 72-acre Wi-Fi enabled campus, with a built-up area of over 1,00,000 sq.m., offering infrastructure that supports academic, cultural, and sports activities.

Teaching-Learning:

The university has 98 lecture halls (60–65 capacity), with 50% air-conditioned and 35% ICT-enabled. It operates 6 seminar halls, 2 conference halls, and a large auditorium. Laboratories include well-equipped labs and 8 trades in the central workshop. The Central Instrumentation Centre (CIC) and agricultural facilities (polyhouse, agromet observatory, botanical garden, etc.) add value to experiential learning. The Knowledge Resource Centre is fully automated with e-Granthalaya, with a good number of computers in the digital library.

However, physical verification indicates a need to upgrade computing infrastructure. Additionally, some essential laboratories—such as Educational Technology Lab, Physiology & Anatomy Lab, and Sports Medicine Lab in the Physical Education department—are not presently established.

ICT Facilities:

A Moodle-based LMS and 35% ICT-enabled classrooms support blended learning, backed by 1.1 Gbps Wi-Fi. There is potential to further enhance ICT integration across academic blocks.

Cultural & Sports Facilities:

Extensive cultural spaces include an auditorium (1200 capacity), 4 open-air theatres, seminar halls, and an art gallery. Sports infrastructure is good, covering both indoor and outdoor games, with a gymnasium and yoga centre.

	Physical verification noted that a Student Counselling Centre and a separate common room for girls exist
4.2	Library as a Learning Resource
4.2.1 QIM	<p>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</p> <p>The DAV University Knowledge Resource Centre (KRC) spans 2635.173 sq. m. with a seating capacity of 500 and is fully automated using e-Granthalaya ILMS with Web OPAC. It maintains a DSpace-based Institutional Digital Repository for digitized theses, dissertations, and academic content. The KRC is a member of DELNET, INFLIBNET, e-Shodh Sindhu, Shodhganga, ShodhShuddhi, and NDLI, and subscribes to e-resources including JSTOR, EBSCO, World eBook Library, and South Asia Archives. Despite this, the number of active e-journal subscriptions is limited, indicating scope for broader access to global academic content. The library maintains a substantial collection of books, journals, and magazines, offering a diverse range of academic titles, bound volumes, and periodicals to support teaching, learning, and research activities.. Although basic digital infrastructure and automation are operational, many computer systems require upgradation. Air-conditioning facilities need expansion to enhance user comfort. Library hours are adequate but could be extended to better support research. Budget limitations restrict book and journal procurement, affecting the library's ability to meet the evolving needs of a multidisciplinary academic environment. While the library offers a foundational resource base, strategic improvements in ICT infrastructure, e-resource subscriptions, and budget enhancement are necessary to align with the university's academic and research objectives as stated in the SSR.</p>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</p> <p>DAV University has implemented a IT Policy to ensure the secure and efficient functioning of its IT infrastructure. An experienced IT team, comprising 8 technical staff and 2 software developers, oversees the planning, development, and maintenance of campus-wide IT services. A centralized Online Information System streamlines examination, evaluation, registration, attendance, and administrative processes. The entire campus is Wi-Fi enabled through good number of access points, supported by 1.1 Gbps internet bandwidth , secured with Sophos XG firewalls and monitored in real-time via the central IT centre.</p> <p>The university maintains a surveillance standard with CCTV cameras and hosts an AI/ML Computing Lab with 29 advanced systems (i7 12th Gen, 16 GB RAM). Its network is further strengthened by DAVIS and MOODLE LMS server , Intel Unnati servers. The student-computer ratio stands at 5.99:1, with 502 systems available.</p> <p>While the core infrastructure is good , scope to maintain in uniform internet speed, firewall bandwidth optimization, and Wi-Fi consistency. Increased provision of licensed software and system upgrades are needed to align with evolving academic and industry demands. Overall, the IT infrastructure is good but requires strategic upgrades for enhanced performance and academic alignment.</p>
4.4	Maintenance of Campus Infrastructure

4.4.2 QIM	<p>There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.</p>
	<p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words</p>
	<p>DAV University has well-structured systems and policies in place for the maintenance and utilization of its physical and academic support facilities. The Estate Office manages the upkeep of infrastructure including buildings, electrical, plumbing, carpentry, and landscaping, with support from a trained in-house team and a job card-based issue reporting mechanism. Classrooms and laboratories are maintained by departmental coordinators and technicians, with annual audits and supplier-based resolution for major issues. The library is efficiently managed with procedures for book procurement, shelving, repair, and equipment upkeep. IT infrastructure is overseen by the Computer Science department with support staff managing LAN, Wi-Fi, and system software, while hardware maintenance is outsourced. Sports facilities, under the supervision of the Deputy Director of Sports and Physical Education staff, are regularly maintained along with the gym and outdoor fields. Transport facilities are monitored by a Transport In-Charge. AMC contracts cover critical infrastructure like generators, lifts, and surveillance systems. While systems are functional and responsive, physical verification indicates the need to upgrade outdated computer systems and enhance licensed software availability beyond open-source tools. Though the campus is Wi-Fi enabled, bandwidth distribution is not uniform across all labs, requiring better firewall and bandwidth management. Modernization of gym equipment, improved preventive maintenance scheduling, and enhanced budgetary allocation for academic support tools are recommended to ensure alignment with best practices and rising academic demands. Overall, the university has an efficient system in place but requires targeted upgrades for optimal institutional performance.</p>

Qualitative analysis of Criterion 4

DAV University offers a well-developed Wi-Fi-enabled campus with a structured IT policy and robust infrastructure, including ICT-enabled classrooms, laboratories, workshops, and a fully automated central library. Technological support through Moodle LMS, AI/ML lab, and CCTV surveillance enhances academic delivery. Cultural and sports facilities are also in place. However, key academic labs like Educational Technology and Sports Medicine are lacking. Wi-Fi and AC coverage are inconsistent in some areas. The library needs more e-resources, extended hours, and better funding. Upgradation of computing infrastructure, licensed software procurement, and regular maintenance are essential. Overall, the university has a good base with scope for targeted improvements.

Criterion 5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion 5)	
5.1	Student Support
5.1.2 QIM	<p>Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years</p> <p>The institute has a Center for Competitive Examination which provides career counselling and E counselling along with guidance for competitive exams.</p>
5.3	Student Participation and Activities
5.3.2 QIM	<p>Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.</p> <p>Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words</p> <p>The institute has well defined student council who actively participates in problems related to Academics, Hostels, Sports, Extracurricular Activities etc... They also take part in constitutional committees like BOS etc</p>
5.4	Alumni Engagement
5.4.2 QIM	<p>Alumni contributes and engages significantly to the development of institution through academic and other support system</p> <p>Describe the alumni contributions and engagements within a maximum of 500 words</p> <p>They conducted Alumni meet during the year 2020,21 and 22. we did not get any documentation of the alumini meet during the year 2018 and 19. Notable alumini used to visit and motivate and support students for placement activities and institutes has received funds from NRI based Alumnis</p>

Qualitative analysis of Criterion 5

The university has a training placement cell which offers career counselling. Adequate no of students who have graduated have gone for higher education. They have a student support system which provides career guidance cell, corporate resource center, center of competitive exam support, life skill development cell and various clubs

Criterion 6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion 6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</p> <p>DAV University Jalandhar is established in the year 2013 as per the UGC Act with a vision and mission</p> <p>The university governance and leadership are in accordance with the vision and mission of the university and it is visible in various academic, administration and examination practices such as implementation of national education policy 2020 maintenance of sustainable growth of the institution decentralization, participation in the institutional governance with a short term and long term plans and executions.</p> <p>Yes the university has well defined vision and mission through which it will fulfil the quest of education it is visible at large extent through the program and courses like skill enhancement courses program outcome courses program specific outcome courses implementation of NEP in under graduate courses also appointed experienced staff in accordance with NEP curriculum, NEP Sarathi, ABC ID and introduced soft skill, value add courses, extension activities and community reaching, etc.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p>The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</p> <p>The university has constituted its own policies and structure's. For administrative system and appointment of teaching faculty as per the UGC regulations and non-teaching faculty appointment as per the Punjab Government rules and regulations for recruitments.</p> <p>The university follows career advancement scheme for promotion by following UGC guidelines. However the promotion under career advancement scheme is not fulfilled up to the mark and the documents regarding this issue has not seen.</p> <p>Some of the faculty members have applied for the patent and got award also published their findings in reputed journals is an good progress in research field.</p> <p>All faculty and students are active in social media.</p> <p>The policy deployment process is effectively followed in academic, administrative, examination but research policies need to be redressed.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</p> <p>To encourage the faculty the seed money has been sanctioned to all teachers every year about 32 to 50 lakhs. Financial assistance and duty leave have been granted to the teachers for attending the conferences, seminars and workshops. The university has evolved policy to depute a teachers to</p>

	acquire higher level of degrees under faculty development program the other benefits such as leave encashment medical allowance, social security benefits transportation and bank facilities over duty compensation have been given to all teaching and non-teaching faculties to empower socially and economical.
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources</p> <p>Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words</p> <p>The university has evolved 2 following mechanism to mobilize the funds</p> <p>1.From Internal Sources</p> <p>University undertakes certain extension activities such as production of honey and biocompost by selling these products they earn the money. The university campus and compound has having some rental buildings to run the shops through which they generate money. The trust is having fixed deposits in bank which earn the interest that will be utilized for university developments. University run hostels and local transportation to the students and collect minimum charges by the students which is another source of fund mobilization.</p> <p>2.Fund mobilization from external sources</p> <p>Faculty of university writes the projects to various government organization like ICSSR, UGC, DST, CSIR, which provides financial grants and also non-government organizations, industries, corporate sectors will provide funds for the research and infrastructure development. For the conduct of cultural fests NSS and NCC activities the government organization will sponsors the fund. The university alumni association contribute fund for development infrastructure. The university prepares its annual budget and plans and allocates the funds which is mobilized through internal and external resources utilize for the academic and developmental activities in a optimal manner</p>
6.4.3 QIM	<p>Institution regularly conducts internal and external financial audits regularly</p> <p>Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words</p> <p>The university having separate finance branch heading by chief account officer of the DAV trust and management along with legal adviser they conduct internal audit of both receipts and expenditure audit looking into all documents. Similarly the external audit is being done by chartered accountant by the governing body of the university every financial year by observing receipts and payments register book.</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p>Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals</p> <p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –</p>

	<ul style="list-style-type: none"> • Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) • Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles) <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words</p> <p>The university established internal quality assurance cell through which it monitors internal quality assurance system by conducting education, academic and administrative audit with an objectives of program outcomes, program specific outcomes and program educational objectives and course outcomes which are formulated with wide spectrum to meet the students need.also the syllabi is student centric.</p> <p>The IQAC revives teaching learning process through student centric and experiential learning and observe the course outcomes, values in each subjects assessing through direct and indirect method it also obtains self appraisal reports from teaching faculty these (SAR/PAR) reports submitted by the faculty or assessed through external subject experts of different faculty.</p> <p>The IQAC conducts conference's, seminars ,workshops and orientation programs for teachers and students on academic and administrative quality and audit. The university has participated in NIRF, QS, and times ranking.</p>
6.5.3 QIM	<p>Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)</p> <p>Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)</p> <p>The university internal quality assurance cell IQAC has implemented the notion outcome based education in the university with various objective systems program specific outcomes and program educational outcomes.</p> <p>The IQAC also encourage and monitor research activities and publications of the faculty it promotes researchers to focus on collaboration for quality enhancement in research by signing MOU's with industries research labs and education institutions it has also provided good digital facility and technology in academic, examination and administrative system.</p> <p>The IQAC cell conducted a workshops and lecture series to develop e content and also evaluate teacher performance and to check plagiarism of Ph.D thesis and research articles.</p> <p>All these activities helped the university to keep up incremental improvements in academic examination and administrative system.</p>

Qualitative analysis of Criterion 6

GOVERNANCE

The university has provided e governance facility through extending digital and WIFI system in administration, academic and examination.

LEADERSHIP AND MANAGEMENT

The university having hierarchical structure of administration through which it maintains leadership and managing the academic, examination and administrative system.

Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion 7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<p>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</p> <p>The Institution has initiated various measures for the promotion of gender equity within the campus. These measures relate to creation of a) women empowerment cell and b) gender sensitization cell. Under these several activities and events are organized such as Self-defense training program, Gender equity awareness campaigns and Gender audits. The facilities for gender equity include separate hostels for boys and girls, male and female security guards and well lit separate walking paths for male and female hostel residents.</p>
7.1.3 QIM	<p>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • e-Waste management • Waste recycling system • Hazardous chemicals and radioactive waste management <p>The Institution is committed to environmental sustainability and effective waste management through a comprehensive system designed to follow 5 Rs (Refuse, Reduce, Reuse, Repurpose, Recycle) to manage waste such as solid waste, liquid waste, biomedical waste, e-Waste, hazardous chemicals and radioactive waste. For the management of solid waste, four Vermicompost Pits are created to recycle kitchen waste and convert it to organic fertilizers. Liquid waste is managed through the sewage treatment plant using the Activated Sludge Process, while adhering to stringent environmental regulations. Biomedical waste is managed through partnerships with specialised vendors and creation of colour coded bags. The electronic waste and hazardous and chemical waste is managed through contracts with reputed vendors.</p>
7.1.5 QIM	<p>Green campus initiatives include</p> <p>Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles, Pedestrian Friendly pathways, Ban on use of Plastic, landscaping with trees and plants etc in 500 words</p> <p>The Institution is deeply committed and is actively pursuing a range of Green campus initiatives aimed at reducing its carbon footprints and promoting eco-conscious practices. It does annual Green audits and has a policy on maintaining a Green campus. There is a restriction on automobile entry and the use of bicycles and battery powered vehicles is encouraged. Added to this is an E-cart facility. Single use plastics are strictly prohibited in the campus. Twenty percent of the Institute's area is devoted to trees, shrubs, botanical garden and a mini-forest named "Nanak Bagichi". For energy conservation sensor-based LEDs and 308 solar panels of capacity 100 kWp are installed. Certain environmental awareness programs relating to energy</p>

	conservation, bio-diversity conservation and water use efficiency are organised. Quality audits on environment and energy are regularly undertaken.
7.1.7 QIM	<p><i>The Institution has Differently-abled (Divyangjan) friendly, barrier free environment</i></p> <p><i>Write description covering the various components of barrier free environment in your institution in maximum of 500 words</i></p> <ul style="list-style-type: none"> • Built environment with Ramps/lifts for easy access to classrooms • Divyangjan friendly washrooms • Signage including tactile path, lights, display boards and signposts • Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment • Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading <p>For Differently-abled (Divyangjan individuals), the Institution has an inclusive and accessible environment. There is a barrier-free built environment which includes ramps and lifts, tactile paths, and Divyangjan-friendly washrooms. To enhance campus navigation there is a comprehensive signage system for assistance. The University library has a braille section featuring books and talking books and assistive devices including a hand held magnifier for low vision and talking calculators. Wheelchair facilities and round the clock assistance for differently abled students is available.</p>
7.1.8 QIM	<p><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).</i></p> <p>The Institute's students and faculty members come from various states and regional and cultural diversity is celebrated through various festivals viz Lohri, Diwali, Onam, Eid, Christmas, etc. Linguistic diversity is celebrated through events like Hindi Diwas, International Mother Language Day, Literary Film Festival to foster a sense of belonging and inter-cultural dialogue. Communal and socioeconomic diversity is achieved through zero tolerance policy for discrimination and harassment. The University offers scholarships to SC/ST students including need based scholarships and Unnat Gram Scheme to provide equal access to disadvantaged socioeconomic group students. Under its rural outreach program, the Institute has adopted ten surrounding villages and students actively participate in community service projects.</p>
7.1.9 QIM	<p><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</p> <p>The Institute exemplifies its commitment to foster constitutional awareness and civic responsibility through a holistic educational approach that integrates values, rights, duties and responsibilities into its curriculum. Central to the Institute's ethos is the human values and ethics course which introduces students to the principles of integrity, respect and social responsibility. For raising awareness and promoting human values, events like happiness programs for faculty and workshops on youth empowerment and skills are organized. The NCC unit commemorates Constitution Day, Independence Day, Republic Day through seminars and discussion. Civic engagement and social responsibility is promoted by the NSS unit, Department</p>

	of Law and Mock parliament sessions.
7.2	Best Practices
7.2.1 QIM	<p>Describe two best practices successfully implemented as per NAAC format provided in the Manual.</p> <p>The two best practices identified by the Institute relate to a) Oorja- Ek Kadam Naari Sashaktikaran ki or b) Disha @ Aatmnirbhar and Viksit Bharat.</p> <p>In many rural areas women face significant socioeconomic challenges including limited access to education, employment opportunities and financial resources. Recognising the importance of these issues, the Institute undertook initiatives to empower women in its adopted villages, promote sustainable livelihoods among women and to enhance their socioeconomic status. It established three women self help groups and trained women in various income generating activities and assisted in registration of these groups and obtaining FSSAI licence.</p> <p>Economic barriers significantly hinder access to higher education especially for financially disadvantaged students. Recognising this challenge the Institute initiated the Disha @ Aatmnirbhar and Viksit Bharat program and offered a range of entrepreneurial activities within the University and provided financial support in lieu of the work performed. Approximately 1400 students have benefitted from this initiative.</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</p> <p>The Institute is situated in a predominantly agrarian region and recognising the need of improving the lives of farming families, the focus is on empowering agricultural communities through education and engagement. By integrating education, community outreach and practical training, the next generation of farmers is equipped with the skills required to thrive in a competitive and sustainable agricultural landscape. The commitment to agricultural upliftment and rural engagement led to national level recognition.</p>

Qualitative analysis of Criterion 7

The Institution Best Practices relating to women empowerment and upliftment and integrating financially disadvantaged students into mainstream by making them self reliant and independent is an important contribution. Also, the policy of the Institute for empowering agricultural communities through education and engagement positions it as a pioneer in transforming the lives of farming families and equipping the next generation of farmers with the skill needed to thrive in a competitive and sustainable agricultural landscape. However the skills imparted need to be continuously updated. Innovative pedagogy and keeping abreast of latest developments will help in sustaining the program.

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

1. Eminent Leadership
2. Research-Oriented Faculty

3. Community Engagements
4. Eco-Friendly Infrastructure and green campus
5. Access to Quality Education for Rural Society and Regional Development
6. Percentage of Qualified faculty with Ph.D. are satisfactory.
7. Industry involvement in setting up of centre of excellence and labs are seen

Weaknesses:

1. Faculty exposure to the industry and international arena
2. Relatively Low Extramural Funding
3. Regional Disadvantage
4. Locational disadvantage student population comprises of local and nearby students.

Opportunities:

1. Collaborations with Industry
2. Scaling Research and Securing Funding
3. Tech-based Agriculture
4. Online and Distance Education
5. Alumni Engagement and Resources
6. Global Recognition and MoUs
7. Faculty Skill Enhancement

Challenges:

1. Societal Perception and Preference for Overseas Education Seeking Permanent Residency Abroad
2. Limited Job opening within state
3. Shifting Focus from Jobs to Entrepreneurship

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Faculty and student's ratio needs to be improved particularly Commerce & Business Management and Computer Science Departments. In certain other Departments the student's strength to be improve.
- Capacity building for the teachers to be encouraged.
- Industry in campus programme to be encouraged which will facilitates more apprentice and internship.
- Courses related to the Sports industry needs to be introduced considering the proximate of the institution local and regional needs of the industry.
- Placement percentage to be improved from the current situations.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. K K SAJU	Chairperson	
2	DR. AMAR KUMAR MOHAPATRA	Member Co-ordinator	
3	DR. SONIA MALIK	Member	
4	DR. MUKESHKUMAR PATEL	Member	
5	DR. CHELLASAMY P	Member	
6	DR. DR RAMESH LONDONKAR	Member	
7	DR. NEENA KOHLI	Member	
8	Dr. Pratibha Singh	NAAC Co - ordinator	

Place

Date