

# Self-Study Report

For Assessment & Accreditation by NAAC  
(Cycle 2)

Volume 1



Submitted to:  
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
BANGALURU  
August, 2015



# ROHILKHAND REGION

## Catchment Area of Mahatma Jyotiba Phule Rohilkhand University, Bareilly (U.P.)



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For Assessment & Accreditation by NAAC  
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Submitted to:

**NATIONAL ASSESSMENT AND  
ACCREDITATION COUNCIL,  
Bangaluru**

By:



महात्मा ज्योतिबा फुले  
रुहेलखण्ड विश्वविद्यालय, बरेली

**MJP Rohilkhand University, Bareilly (U.P.)**  
**[www.mjpru.ac.in](http://www.mjpru.ac.in)**

**August, 2015**

# Self-Study Report

## Volume 1

### Executive Summary & SWOC Analysis, Institutional Profile, and Criterion-wise Analytical Report



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August, 2015



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MAHATMA JYOTIBA PHULE ROHILKHAND UNIVERSITY  
BAREILLY - 243 006

## Declaration by the Head of the Institution

I Certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution

With seal:

**VICE-CHANCELLOR**  
**MAHATMA J. P. ROHILKHAND UNIVERSITY**  
**BAREILLY (U. P.) - 243006**

Place: Bareilly  
Date: August 28, 2015

प्रोफेसर मुशाहिद हुसैन  
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### Statement of Compliance (Central and State Universities)

This is to certify that Mahatma Jyotiba Phule Rohilkhand University, Bareilly has complied with all the provisions of the following Regulations governing it:

- UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2010 and further amendments, if any, notified by the UGC.
- UGC Regulation on Minimum Standards and Procedure for the Award of M.Phil./Ph.D. Degree, Regulations 2009 and further amendments, if any, notified by the UGC.
- UGC (Affiliation of Colleges by Universities) Regulations, 2012 and further amendments, if any, notified by the UGC.

Any false or misleading information provided by the institution, will be viewed seriously by NAAC and the accreditation given is liable to be withdrawn.

Place : Bareilly  
Date : 28.08.2015

  
(Prof. Mushahid Husain)  
Name and signature with seal  
of the Vice Chancellor  
VICE-CHANCELLOR  
M. J. P. ROHILKHAND UNIVERSITY  
BAREILLY (U. P.) - 243006



# Preface

University beyond the conventional boundaries is a centre for higher learning that transcends knowledge beyond religion, caste, creed and nation. The term University originates from Latin word ‘*universitas*’, that simply means “a whole”, thereby emphasising that the role of universities is to disseminate balanced knowledge. Jawaharlal Nehru has rightly expressed his views “A university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search for truth. It stands for the onward march of human race towards even higher objectives. If the universities discharge their duties adequately, then it is well with the nation and the people.” University may be taken as a medium for repository of knowledge, generating and transferring that knowledge and skills to future generation and shaping the future of mankind.

M.J.P. Rohilkhand University was established in 1975 as an affiliating University in compliance with the growing demands of the region for a centre of higher education in the Rohilkhand region. The status of the university was upgraded to affiliating-cum-residential university in 1984 when four teaching Departments were established in the campus. In 1986 three more Departments were added. With an overall perspective of development plan the university took a giant leap ahead in 1995 by introducing professional courses in Faculties of Engineering and Technology and Education and Allied Sciences etc. In August 1997, Rohilkhand University was renamed as Mahatma Jyotiba Phule Rohilkhand University. This University at Bareilly is an educational federation of University Departments and Colleges spread over nine districts of Rohilkhand region in Uttar Pradesh. At present there are 6 Faculties consisting 25 departments in the university campus, as well as 379 affiliated colleges in its jurisdiction.

The crux of University’s basic philosophy finds eloquent expression in its motto “Charaiveti Charaiveti (चरैवेति चरैवेति)” an aphorism from the Aitareya Brahmana, which exhorts us to move on and on and keep moving in the proper direction. Constantly moving forward in the right direction is the key to success. The M.J.P. Rohilkhand University is always on the move, girding up its loins with grit and determination to explore new frontiers of knowledge with the objective of serving the society and making the lives of people more healthier, more meaningful. The motto continues to insinuate commitment and sincerity of the teachers associated with this institution right from its inception to the present day.

Mahatma Jyotiba Phule Rohilkhand University is making efforts to rise to the level of a high class institution to create new horizons in the arena of general and technical education and research. The university is striving for excellence in teaching, research and all round development of its students. The objective of the University is

to disseminate and advance knowledge by providing instructional, research and extension facilities in all branches of learning and the university shall endeavour to provide to students and teachers the necessary atmosphere and facilities for the promotion of knowledge. It is committed to offer them the maximum degree of choice of academic freedom consistent with the need to maintain a rigorous and disciplined approach to higher education, partly through the development of a flexible but coherent modular system.

Mahatma Jyotiba Phule Rohilkhand University has a continuous challenge to be a pivotal institution that fulfills the regional demands and simultaneously rise high to the global standards, to provide professional knowledge that generates employment opportunities while maintaining the commitment to disseminate critical learning, higher knowledge and wisdom. It also has new opportunities - to develop the innovative ideas and expert knowledge the future society will thrive on while continuing to celebrate and instil positive values and academic culture to establish a democratic entitlement to lifelong participation in higher education while safeguarding high standards in teaching, research and extension. The university aims to prepare the future generation to enter in the job market by providing them advanced professional skills and to instil knowledge and positive values and by giving them opportunities to explore their latent potential and talents and making overall development in their personality

The compliance with NAAC is both mandatory as well as desirable. Keeping in focus the significance of accreditation the University wishes to offer itself for assessment and accreditation by NAAC in order to realize its potential as well as to find out and focus on the areas which still need to be strengthened and march forward with new vigour and come up as a better and improved knowledge institution. I believe the proposed assessment and accreditation by NAAC bequeath immense opportunities to the University to obtain its target to fulfil expectations of the students, teachers and the society and to be identified as one of the premium higher education institution in India.

**(Prof. Mushahid Husain)**  
Vice-Chancellor



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**Part I**  
**Executive  
Summary  
&  
SWOC  
Analysis**



Self-Study Report for Accreditation by NAAC  
MJP Rohilkhand University, Bareilly (U.P.)

# Executive Summary

To cope with the educational needs of Rohilkhand region, Rohilkhand University came into existence in 1975 as a state university with its headquarter in Bareilly. The learning and teaching at campus began in 1984 with four departments namely-Applied and Regional Economics, Ancient History and Culture, Plant Science, and Animal Science. In 1986, three more department namely - Education, Management, and Law came up. Established on an area of 206.7 acres, this University is serving a catchment area spread over nine districts, which includes 379 affiliated colleges. The university campus holds within its residential wing, 25 departments in six faculties.

## Criterion 1: Curricular Aspects

The University offers 9 UG and 19 PG programmes in the campus, spreading knowledge in the fields of Teacher Education, Ancient History and Culture, Applied and Regional Economics, Plant Science, Animal Science, Applied English, Applied Mathematics, Applied Physics, Applied Chemistry, Social Work, Applied and Clinical Psychology, Technology, Pharmacy, Hotel Management, Business Administration and Law, through 6 faculties and 25 departments.

- (i) Every academic Department of the University has a Board of Studies to design the curriculum in the respective programmes. Curriculum design & development is one of the important activities, thus updating of the syllabi is done as and when required. All the departments follow the model curricula of UGC/ Statutory Regulatory Bodies and update them regularly keeping in view the requirements of the upcoming needs and new developments.
- (ii) The Board of Studies also have external members from other universities/ institutions/ industries, which help in designing course structure best suited from national and international perspectives as well as requirements of the job market and competitive courses. The curriculum imparts professional skills required for the job market along with nurturing life skills and human values, and prepares the students for citizenship roles.
- (iii) Board of Studies has full freedom to develop new courses and to revise the existing courses and programs as and when required.
- (iv) The direction and content of the curriculum implicate policies that are relevant to local needs as well as in tune with emerging national and global trends. It ensures to inculcate temperament for research in students. In more than 75% courses project work/ dissertation/ field work is compulsory part of the curricula.
- (v) The curriculum is flexible and equips students with the facility to choose from a range of elective papers. The University follows semester system for all the courses (except B.Ed.) running in the campus. In some professional courses credit system is being followed.
- (vi) Some value oriented skills, i.e. soft skills, computer skills, environmental consciousness have been incorporated in the syllabi. Workshops and special



lectures have also been conducted on stress management, personality development, strategy to improve communicative skill etc.

- (vii) Remedial classes are also arranged for students from weaker sections of society and for students who need special support in studies.
- (viii) Changes in the curriculum are made after interaction and feedback with teachers and alumni that results in improving the syllabi and also helps to improve the teaching pedagogy. With the advancement of ICT the teaching resources available in the form of e-journals or smart class rooms are also used to provide advanced knowledge to students.

## Criterion 2: Teaching-Learning and Evaluation

The university is acting in a promising way to ensure for all-round development of heterogeneous population of the students, adequate professional development of the faculty and efficient evaluation of the terminal behavior of the students.

**Student Enrolment & Profile** - Admission process of the university is fair, transparent and well organized taking good care of wide publicity and compliance of rules and regulations of State Government and other regulatory bodies. Its efforts in ensuring equity and wide access have resulted in an increase of 8.5% male students, 12.5% female students and 11.5% SC students (overall 10%) admitted during last four years.

**Catering to Students' Diversity** – Differential requirements of the student population are addressed through need based academic support, remedial classes, placement facility and specific skill development programmes. Advanced learners are appropriately guided, encouraged, provided with better exposure, and supported for attainment of excellence in their academic pursuits.

**Teaching Learning Process** – A well structured academic calendar and a well defined syllabus facilitate in the timely completion of the curriculum. Effectiveness of teaching learning process is tried to be ensured through:

- Variety of participatory learning activities
- Lectures by invited eminent experts
- Blended learning in the smart classrooms and laboratories
- Use of e-learning resources
- Mandating students' projects in the curriculum

**Evaluation Process and Reforms** – Evaluation system has been extensively reformed over the last four years to make it more comprehensive, effective, efficient, and feedback providing. The specific reforms are:

- Semester system with continuous comprehensive evaluation
- On-line examination form submission
- Coding of answer booklets before the checking
- OMR based cover page of answer booklets
- Single answer booklet of sufficient pages (no supplementary booklet)
- 100% central evaluation
- Result declaration within one month
- Display of checked answer booklets getting more than 80% marks



- Ph.D. thesis evaluation as per UGC new guidelines
- Quick and legitimate redressal of grievances with reference to examination

***Student Progression and Learning Outcomes*** – The intended learning outcomes in terms of skills and knowledge are embedded in the curriculum. There is a blend of classroom teaching, self learning, group and collaborative learning, and field work to achieve these outcomes. Continuous comprehensive evaluation protocol of various courses provides feedback and suggests for remedial measures to be taken if needed.

### **Criterion 3: Research, Consultancy and Extension**

University has provided adequate facilities to promote a research culture enabling the faculty to pursue quality research work and sharing of the generated knowledge. The faculty members are also sensitive enough regarding their social responsibility.

***Promotion of Research*** – University acts in pro active manner for research promotion through prompt release of funds, simplified procedures, autonomy to principal investigator, and timely auditing. It provides funds in its budget and allows for study leave to faculty members. During last five years, 4 international level, 29 national level and a number of short term workshops were conducted. More than 75 eminent experts from India and abroad, visited university and delivered lectures.

***Resource Mobilization for Research*** – During last five years, university received a grant of more than Rs.35 crores under schemes of various agencies. Following are a few snippets:

- Completed 10 minor and 12 major projects with a grant of Rs.2.56 Crores
- At present, 12 major research projects funded by state government, UGC, DST, UPSCR (total grant Rs.1.57 Crores) are ongoing.
- Grant of Rs.10 Crore by world bank under TEQIP – II
- Grant of Rs.20 Crore sanctioned by MHRD, New Dehli under RUSA
- Grant of more than Rs.2 crores by state government under Centre Of Excellence to five departments

***Research Facilities*** – University is constantly providing required infrastructure in terms of space, equipment, and support facilities. Noteworthy are:

- Central Research Lab
- Smart Classrooms
- Modernized equipments like GCMS, atomic absorption spectroscope, electron microscope etc.
- Separate computer for each and every faculty member
- Central library offering access to e-books and e-journals through INFLIBNET

Besides these, university has centres for Indo-Iranian Studies, Vermiculture and Vermicomposting, Disability Studies and Rehabilitation, and most of the PG departments are centres for research.

***Research Publication and Awards*** – Knowledge generated through quality research by the distinguished well qualified faculty, has been shared through various media viz. –

- Publication of 3 Journals and 1 Magazine





- Publication of 592 papers in peer reviewed Journals (271 in International and 321 in National Journals)
- Publication of 49 books, 14 monographs and 179 chapters in books
- Excellent work of faculty members has been well acknowledged by the academic world in the form of several awards and recognitions at the national as well as international level.

**Consultancy** – Expertise and specific knowledge base of the faculty has provided inputs for extending the consultancy services in different areas viz. vermicomposting and organic farming, rehabilitation of disabled, socio-psychological well being, personal and vocational counseling, legal counseling etc. All these services are being provided free of cost. Moreover, under TEQIP-II, university industry interaction is being promoted.

**Extension Activities and ISR** – Students are tried to be made sensitized for social responsibility through various outreach programmes like rural development and community awareness programmes, various camps and campaigns of social concern, conduction of seminar / lectures on social themes, radio and TV talks, NSS and NCC programmes, rallies etc. All these activities contribute to the holistic development of students and sustained community development.

**Collaborations** – There are several collaborations with other national / international bodies. The formalized ones are:

- With Ambassador of Iran Embassy for academic support to Indo-Iranian Studies Centre
- With Deccan College of Pune for Inter-Institutional collaborative project in history and culture
- With IVRI, Izatnagar for enrichment of research and developmental activities in animal science
- With Mental Hospital Bareilly for sharing of expertise.

All these linkages have promoted academic development, faculty exchange, quality research, and student placement in a substantial way.

## Criterion 4: Infrastructure and Learning Resources

The University has a spacious campus spread over 206.7 Acres. It has a majestic administrative block, a big examination building, 20 buildings for the teaching and research departments, a Central Library Building, Central research laboratory Building, an open Sports Complex, a Gymnasium Building of International Standards, a Multi-purpose Conference Hall, a sprawling Guest House, Girls' Common Room, Nehru Bhawan, five Boys' and two Girls' Hostels, Students' Canteen, Play Grounds, Quarters for officials, Residential Units for teaching and non-teaching staff. The University has separate buildings for Bank, Post Office, Manoranjan Kendra, Employment Bureau, Student Union, Dean Students' Welfare and Museum. There is provision of adequate physical and academic support resource facilitates, smooth teaching learning and research, co-curricular and extra-curricular activities, extension services and examination thereof. Following are some highlights:

- Boys' hostels (5 in number and capacity of 1000 students) and girls' hostels (2 in number and capacity of 410 students) are supported with a study hall, a health

centre, and necessary recreational facilities providing comfortable residency to students belonging to remote areas.

- Disabled-friendly infrastructure has been created in the university campus. The differently abled students are provided complete assistance in examinations and for their easy mobility. Every building in University has ramps and railings, and toilet facility for such people.
- A Health centre is also available in the campus for the basic need and first aid. The centre is run by a doctor appointed on contract basis. In addition, University has MOU with nearby Rohilkhand Medical College for subsidized services.
- The university offers excellent sports facilities to students. It has a playground spread over an area of 33,000 sq. mtr., of which 4,375 sq. mtr. is covered area, consisting of indoor stadium which can accommodate 200 spectators at a time. Within outdoor facilities, the university has a well-built stadium, which can accommodate approx. 2,000 spectators at a time.
- University possesses 537 desktops with UPS and 190 printers. Two internet centres extend internet facilities to the computer labs, departments, teachers' chambers, administrative office, and library for keeping pace with current trends in higher education. Health centre, multipurpose hall, indoor sports centre, conference hall are additional infrastructure facilities created over the years. Ramps, special toilets and special furniture are friendly facilities for differently abled students.
- The central library is equipped with computers and catalogued for easy access to books circulation and references, and networked with INFLIBNET for e-resources. Total collection of the library is nearly 1,35,000 books, 8,500 e-journals, 758 e-books and 2,000 back volumes of journals and 8,000 theses/dissertations. Library committee plays a vital role in planning and executing the activities of the library – purchase of books/ journals / CDs and cassettes / online resources / furniture / reprographic facility. The oral and written feedback of the students and staff has helped in making the library more user friendly.
- With the setting of the power station on the University campus for uninterrupted supply of electricity, it is proposed to enhance the timings of the University Library from existing 8:00 a.m. – 8:00 p.m. to 7:00 a.m. – 10:00 p.m. as and when the power station becomes functional on the University Campus.
- The university has provided smart classrooms in addition to a large number of regular classrooms which are equipped with LCD projectors and have PCs with internet connections. ICT enabled class rooms and electronic podium are utilized for raising level of teaching. Teachers are also assisted in developing computer aided teaching-learning materials. The university is utilizing the National Knowledge Network to its best. Interactive Boards, ICT enabled classrooms, LCD projectors and printers, and electronic podium help the faculty to prepare ICT enabled learning materials. LAN facility is available in university central library, administrative building and in a few departments.
- The University has separate wing of maintenance staff headed by a Junior Engineer who supervises the maintenance and construction of the infrastructure in association with the various government agencies, which are given contracts for specified tasks. Adequate budgetary provision has ensured proper maintenance of infrastructure and academic support facilities.



## Criterion 5: Student Support and Progression

The University undertakes student focused academic and non-academic support activities, publicized in the university handbook and on the university website; so as to provide them rich learning experience and thereby ensure students' progression to higher studies and gainful employment. Following are highlights of the measures undertaken for furthering student support and progression:

- The university has done provisions for smart class, technology based teaching for better mode of learning.
- The university extends its support to the financially weaker students, especially SC, ST, OBC and the differently-abled student communities in admission adhering to Government norms. Most of the disadvantaged students receive scholarships from Samaj Kalayan Department, Rajiv Gandhi National Fellowship etc.
- The university provides support for acquiring loans to students to meet out study-expenses.
- Remedial coaching centre arranges intensive coaching classes for slow learners from weaker sections of society.
- There is barrier free entry in every department to facilitate free movement of physically challenged students.
- The co-curricular and extra-curricular activities organized by sports and cultural committee of the university, assure holistic development of students. The soft, communication and organizational skills are offered by the Placement Cell, which prepares students for employment; and provides them job opportunities through expert training and organizes campus interviews. Students are motivated to create, present and publish their views/articles/research papers in reputed magazines or journals. Considerable contribution is made by the alumni of the University for curriculum and skill development for higher studies and placement.
- Encouragement for student's participation in workshops/ conferences/ seminars at state or national levels, cultural, co-curricular/extra-curricular activities and competitions in and out of the university, has brought recognition to the individuals and the institution.
- Feedback from students is validated by revising the syllabi and teaching techniques and planning for skill enhancement programmes.
- The dissatisfaction, grievances and requests of the stakeholders are addressed by the Grievance Redressal Cell. The Anti-Ragging Cell publicizes its stand against ragging in the campus to curb it. The trained counselors help stakeholders to handle problems experienced outside the campus.
- Health care facilities too are provided to students.

Overall, the University leads students towards the path of truth, to become true citizen - learned, humane and strong.

## Criterion 6: Governance, Leadership and Management

The Vice Chancellor, Executive Council, Statutory Officers and Academicians play a vital role in the University's management system development, its effective guidance and implementation. In the management of academics, the Vice Chancellor interacts with the Deans of Faculties/Heads of Departments and they in turn interact with the faculty members. In the administration, Registrar, who is the head of office staff, interacts with Vice Chancellor. Leadership of the university at various levels interacts with different stake holders for a variety of activities:

- At the departmental level, the students interact directly with the faculty members and Head of Department for different academic and extra-curricular activities.
- All Faculty members have free access to the Heads, Deans, Registrar, Finance Officer and Vice Chancellor's Chamber.
- All the non teaching staff can directly interact with their Office Superintendents, Assistant Registrars, Deputy Registrars and the Registrar.
- All other stakeholders such as parents, alumni, people from industry, and members of the public have free access to the University Authorities/Teaching Departments for offering suggestions.
- The University promotes a culture of participative management at different levels of decision making in the Organization. At the department level, all matters of importance are discussed and dealt by departmental committee ensuring participatory management. In long term, 3 year rotation among teachers to HOD/Dean position too ensures fuller participation within faculty.
- The Academic Council/Executive Council consists of Deans, Heads, Professors, Associate Professors, Assistant Professors, Principals, OBC Nominees, SC Nominees, Union Representatives, etc. as per the guidelines of Acts/Statutes, which too promotes participation of different stakeholders in decision making.
- The University believes in and promotes an approach which helps in all round development of students and society. The approach makes ample use of technology and participative teaching learning processes. It helps in developing competency, skills and a socially responsible attitude in students.
- In order to foster global competencies among students, the university tries to ensure that revision of courses and syllabi takes place on regular basis; keeping in mind the requirements of the times. Students are promoted to participate in academic, cultural and sports events of state and national level. Academic, cultural and sports events of regional, state and national level are organized by university on regular basis. Institute – Industry interaction takes place by way of organization of industrial tours and lectures of practicing executives/entrepreneurs/businessmen. Well equipped laboratories/ library facility made available to students need not to be emphasized.
- The university tries to inculcate values among students by focusing on values/ethics in the orientation programmes that are organized at the start of academic session by departments; by encouraging students to participate in





blood donation camps and cleanliness drive; and by continuously engaging students in community services through NSS.

- The University provides academic autonomy to the departments in running and designing of programmes. They have autonomy to update/ revise their syllabi, adopt different teaching-learning strategies and initiate for restructuring of courses/starting of new courses as per the requirements.
- The grievances of students are promptly taken care of at different levels. At departmental level student mentoring and counseling is encouraged. At the departmental level, formally and informally, regular feedback is obtained from the students regarding faculty and courses. The feedback obtained is analyzed and discussed at the Departmental Committee and then shared with faculty members for necessary improvements.
- The University provides a number of welfare schemes/facilities to its teaching and non-teaching staff; and as well to its students.

Some of the other good practices that have been introduced by the University in recent past are:

- Single Window System – For immediate solution of different students problems
- On line registration of students for examination of various classes
- Coding of all the answerbooks of all the classes and all the examinations before evaluation
- For timely declaration of results Central Evaluation System is being practiced

Various labs, internet enabled campus, smart classes, availability of research softwares, implementation of semester system and timely declaration of results are testimony to University's commitment and quest for excellence.

## **Criterion 7: Innovations and Best Practices**

The University is very much conscious about environmental issues. Almost two third area of university campus is comprised of lawns, gardens and playgrounds etc. with heavy plantation. Although, there is no formal Green Audit of University Campus; students, teachers and non-teaching staff are well-aware of the concept of 'green culture' and the benefits of enhanced greenery for arresting carbon levels on the campus. University takes care of greenery on the campus by regular maintenance under supervision of an officer, and regular drive for plantation is being effectively implemented.

With a view to conserve energy and promote use of renewable energy, the university is in the process of installing solar panels in its premises through RUSA. Concerted efforts are being made for rain water harvesting and prevention of soil erosion. The University campus area has a good vegetative cover with low vehicular traffic and hence, the resultant emissions are minimal. There being no polluting industry located close to the campus either, the measures for carbon neutrality are taken at priority basis. The university campus is completely smoke free campus and even the biodegradable waste is not burnt but is dumped off in compost pits. The compost prepared is used as manure for horticulture purposes. To add to it, University Monitoring Committee follows UGC guidelines for procurement, storage, usage and disposal of radioactive and other hazardous materials/chemicals etc. if at all in use.

Among innovations, the university has taken quite a few initiatives which have created positive impact on the functioning of the university and benefitted the society as well. Such innovations include:

- Linking university and community through Vermicomposting programme
- Introduction of Online Examination Form Submission
- Introduction of Bar-coding and OMR system in answer booklets
- Promoting ICT based teaching-learning strategies
- Excavation and exploration of archeological sites and preservation of heritage antiquities in Panchal Museum
- Providing Legal assistance to community through Legal Cell

Two best practices of the university are as follows:

1. Online Examination Form Submission and Bar Coding System in Evaluation:

This has resulted in saving time, reducing the cases of RDs, maintaining sanctity and objectivity in the evaluation, cost effective implementation of examination and results, reduced consumption of paper, and providing a student friendly environment.

2. Single Window System for Redressal of Students' Problems:

This practice has been adopted by the university with a view to redress all the problems of students at one place, to address the problem of students in minimum possible time, to minimize the chances of conflict among students and university administration, and to give satisfactory solution to the problems of students.



# SWOC Analysis of the University



## Strengths

- Large Campus with ample clean, green open space for future development possibility for vertical and horizontal expansion.
- Availability of adequate and sound physical infrastructural facilities.
- Most of the departments have more than adequate facilities to support research at doctoral and post-doctoral levels.
- Committed, well qualified and experienced faculty members. Almost all faculty members of the Post Graduate Departments of the university campus have Ph.D. degree.
- Sufficient departmental lab spaces, spacious and well-established central library hosting some rare collections of books, e-books, printed and e-journals.
- Adequate sports facilities with playground and other required facilities.
- Fair and transparent examination and evaluation system.
- In respect to financial concerns, the university is self-sufficient university.
- Well-designed and updated curriculum as per the need of the society and guidelines of apex bodies of different courses/ programmes running in the university departments and affiliated colleges.
- Observance of academic calendar and regularised academic session.
- Deep association of alumni with their departments and university administration.
- Use of ICT in administration.
- Ample numbers of Research based publications in national and international journals.

- Liberal and motivating policy of the university to grant leaves and permission to faculty members for enhancing their academic career, participation in seminars, workshops, orientation and refresher courses.
- Placement and carrier counselling services provided to students.
- Efficient IT based innovative mechanism of various departments.
- Strong community linkages.
- Successful management of water resources on the campus.
- Practice of green-culture for protection of Eco/environmental balance.

### Weaknesses

- Unavailability of state financial aid for the salary of teaching and non-teaching staff.
- Some vacant posts of teaching and non-teaching staff.
- Lack of financial autonomy.
- In respect of research publication in national and international journals the high impact factor yet to be achieved by the humanities.
- Lack of specific policy to attract international students.

### Opportunities:

- To explore the possibilities of establishing Collaboration with foreign universities / institutions.
- The University is full of opportunities for students to grow in a holistic manner through a cultural, intellectual and extra-curricular exposure in a healthy environment.
- There are enormous opportunities to enhance laboratory based research work by strengthening the recently established central research lab under the financial support of RUSA and university funds.
- To assure the optimum use of the available learning resources and enhance the access facilities of web -based learning material.
- The University has enormous possibilities to start some soft- skill diploma and certificate courses as part of regular courses as dual degree programme.
- The University has the scope for expansion of Physical Infrastructure in future to start new innovative programmes in the emerging disciplines.
- Generation of resources and funds from the central and state agencies for modernisation of infrastructural facilities for teaching learning and research work
- Expansion of University-Society Interaction for mutual understanding and sustainable development.
- The University has the scope to increase collaboration with educational and industrial institutions at the regional level for mutual benefits.





- The University has enormous unused potential to significantly contribute to the development of knowledge inspired services to Society & Industry.
- Proposal of establishing Academic Staff College is under consideration of MHRD New Delhi.

### Challenges:

- Lack of financial aid from the state government.
- Filling of vacant posts.
- To establish strong linkages with university and industries.
- To meet out the financial requirements in future.
- To meet out the diversified needs and demands of students in future.
- To produce more skilled man power as per the demand of job market.
- Fully computerisation and automation of library facilities.



# **Part II** **Profile** **of the** **University**



Self-Study Report for Accreditation by NAAC  
MJP Rohilkhand University, Bareilly (U.P.)

# Profile of the University

## 1. Name and Address of the University:

<b>Name:</b>	Mahatma Jyotiba Phule Rohilkhand University		
<b>Address:</b>	Dori Lal Marg, Pilibhit Bypass, Bareilly		
	<b>City:</b> Bareilly	<b>Pin:</b> 243 006	<b>State:</b> Uttar Pradesh
<b>Website:</b>	www.mjpru.ac.in		

## 2. For Communication:

Designation	Name	Telephone with STD Code	Mob ile	Fax	Email
Vice Chancellor	Prof. Mushahid Husain	O:0581-2527282	94127 61430	O:2528384 R:2523334	vcoffcemjpru@gmail.com vcoffice@mjpru.ac.in
		R:0581-2523378			
Pro VC(s) & IQAC Coordinator	Prof. Vijay Pal Singh	O:0581-2521416	98373 71388		singhvp03@yahoo.com
		R:0581-2520186			
Registrar	Dr. Sahab Lal Maurya	O:0581-2527263	94152 91923	O:2521125	registrarmjpru@gmail.com
		R:0581-2521122			
Steering Committee Co-ordinator	Prof. Baij Ram Kukreti	O:	94126 04920		kukretibr77@gmail.com
		R:0581-2525348			

## 3. Status of the University:

State University	<input checked="" type="checkbox"/>
State Private University	<input type="checkbox"/>
Central University	<input type="checkbox"/>
University under Section 3 of UGC (Deemed University)	<input type="checkbox"/>
Institution of National Importance	<input type="checkbox"/>
Any other (please specify)	<input type="checkbox"/>

## 4. Type of University:

Unitary	<input type="checkbox"/>
Affiliating	<input checked="" type="checkbox"/>

## 5. Source of Funding:

Central Government	<input checked="" type="checkbox"/>
State Government	<input checked="" type="checkbox"/>
Self-financing	<input checked="" type="checkbox"/>
Any other (please specify): Donations etc.	<input checked="" type="checkbox"/>



6. a. Date of establishment of the university: **15/02/1975** (dd/mm/yyyy)

b. Prior to the establishment of the university, was it a/an:

- |                                |     |                          |    |                                     |
|--------------------------------|-----|--------------------------|----|-------------------------------------|
| i. PG Centre                   | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| ii. Affiliated College         | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| iii. Constituent College       | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| iv. Autonomous College         | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| v. Any other (please specify): |     |                          |    |                                     |

The university was established as a stand-alone affiliating state university, by transferring affiliation of some colleges from Agra University, Agra to it. In 1984, it became a residential cum affiliating university.

If yes, give the date of establishment .....N.A..... (dd/mm/yyyy)

7. Date of recognition as a university by UGC or any other national agency:

	Under Section	dd	mm	yyyy	Remarks
i.	2f of UGC*	19	02	1975	
ii.	12B of UGC *	02	11	1993	
iii.	3 of UGC #				
iv.	Any other^ (specify)				

\* Enclose certificate of recognition. (Annex 1 & 2)

# Enclose notification of MHRD and UGC for all courses/programmes/campus/campuses.

^ Enclose certificate of recognition by any other national agency/agencies, if any.

8. Has the university been recognized

a. By UGC as a University with Potential for Excellence?

Yes ☐ No ☒

If yes, date of establishment: ... N.A.....(dd/mm/yyyy)

b. For its performance by any other governmental agency?

Yes ☒ No ☐

If yes, Name of the agency:..... U. P. State Government

9. Does the university have off-campus centres?

Yes ☐ No ☒

If yes, date of establishment: ... N.A.....(dd/mm/yyyy)

date of recognition: ... N.A.....(dd/mm/yyyy)

10. Does the university have off-shore campuses?

Yes ☐ No ☒

If yes, date of establishment: ... N.A.....(dd/mm/yyyy)

date of recognition: ... N.A.....(dd/mm/yyyy)

11. Location of the campus and area:

		Location *	Campus area in acres	Built up area in sq. mts
i.	Main campus area	Urban	206.7 Acres	837838.93
ii.	Other campuses in the country	None		
iii.	Campuses abroad	None		

\* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other (please specify)

If the university has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.



12. Provide information on the following:

In case of multi-campus University, please provide campus wise information.

M.J.P. Rohilkhand University is a residential-cum-affiliating university. Its residential wing is housed in a solitary campus holding all its departments.

❑ Auditorium/seminar complex with infrastructural facilities

The university has one multi-purpose hall, used for a variety of activities. This hall has approx. 1,000 chair capacity. In addition to it, two separate conference halls are also located within the university campus, which are used for seminars, conferences and alike activities: One, at the department of business administration having a capacity of 500 audience, and the other at the department of B.Ed./M.Ed. with a capacity of 150 audience.

❑ Sports facilities

❖ Playground

The university has a playground spread over an area of 33,000 sq. mtr., of which 4,375 sq. mtr. is covered area, consisting of indoor stadium and outdoor facilities. Within outdoor facilities, the university has a well-built outdoor stadium, which can accommodate approx. 2,000 spectators at a time. The outdoor stadium contains facilities of six changing rooms, three toilets, two water coolers with R.O. purification system, drinking water in open arena, and storage facility for the track & field events.

The indoor stadium is also well built with synthetic courts of different sports. The indoor stadium can accommodate 200 spectators at a time and has two changing rooms - separate for boys and girls. The indoor stadium also has a water cooler and two separate toilet blocks.

A summary of sports facilities in the university campus has been encapsulated in the following table:

Games & Sports	Infrastructure Facilities			As per Standard Specifications	Suitable for Level of Competition			
	Name	Type	No.	Yes/No	Inter-University	State	National	Inter-national
<b>Outdoor Sports</b>								
Athletics	400M Track	Clay	1	Yes	Yes	Yes	Yes	
Net Ball	Court	Clay	2	Yes	Yes			
Baseball	Court	Clay	1	Yes	Yes			
Cricket	Field	Clay	1	Yes	Yes			
Football	Field	Clay	1	Yes	Yes			
Hand-ball	Court	Clay	1	Yes	Yes			
Hockey	Field	Clay	1	Yes	Yes			
Kabaddi	Court	Clay	1	Yes	Yes			
Kho-Kho	Field	Clay	1	Yes	Yes			
Softball	Field	Clay	1	Yes	Yes			
Tennis	Court	Clay	2	Yes	Yes	Yes		
Volleyball	Court	Clay	2	Yes	Yes			
Ball Badminton	Court	Clay	1	No				

Indoor Sports								
Basketball	Court	Synthetic	1	Yes	Yes	Yes	Yes	
Volleyball	Court	Synthetic	1	Yes	Yes	Yes	Yes	
Badminton	Court	Synthetic	3	Yes	Yes	Yes	Yes	
Body Building	Stage	Stone Flooring	1	Yes	Yes			
Boxing	Ring	Synthetic	1	Yes	Yes	Yes		
Judo	Hall	Yes	1	Yes	Yes	Yes		
Power Lifting	Stage	Yes	1	Yes	Yes			
Shooting	10M Range	Yes	8	Yes	Yes	Yes	Yes	
Table Tennis	Hall	Yes	2	Yes	Yes	Yes	Yes	
Wrestling	Stage	All weights	72	Yes	Yes			
Yoga	Mats	Soft	30	Yes	Yes			
Chess	Tables & Clocks	Wooden Sets	6	Yes	Yes	Yes		

#### ❖ Swimming pool

The university does not have its own swimming pool as on date. However, proposal for the same has already been sanctioned under the RUSA (राष्ट्रीय उच्चतर शिक्षा अभियान). As soon the funds are received, the construction of swimming pool will start.

#### ❖ Gymnasium

Stationed in an area of 183 sq. mtr., gymnasium is a part of indoor stadium of the university. It contains eight electronic tread mills, one manual tread mill, six cycling & three AV Pro exercise sets, two incline & decline benches; and two sets of 12 station multi-work out gym. This way while working on full capacity, this gymnasium can accommodate 40 to 50 athletes for simultaneous work out in its arena.

#### ❖ Any other (please specify)

The university has been regularly organizing zonal/inter-zonal inter-university tournaments under the aegis of Association of Indian Universities (AIU).

This university provides cash awards to its players on the basis of their positions obtained in inter-university tournaments.

With a view to give boost to its sports promotion activities, the university has submitted a proposal to the Sports Authority of India for establishing a SAI Centre in the university campus for students of 17-21 age group.

#### ❑ Hostel

##### ❖ Boys' hostel

- Number of hostels 05 (Five) + 01 (Sanctioned under RUSA)
- Number of inmates 646 (Six Hundred Forty Six)
- Facilities The hostels are equipped with necessary facilities, which include: mess & canteen,



water coolers, common rooms & recreation facilities such as television etc., indoor games & sports, security and parking area for vehicles.

❖ Girls' hostel

- |                       |   |
|-----------------------|---|
| i. Number of hostels  | 02 (Two) + 01 (Sanctioned under RUSA)   |
| ii. Number of inmates | 352 (Three Hundred Fifty Two)   |
| iii. Facilities       | The hostels are equipped with necessary facilities, which include: 24 hours security, mess & canteen, water coolers, common rooms & recreation facilities such as television, indoor games, and vehicle parking area. |

❖ Working women's hostel

- |                       |      |
|-----------------------|------|
| i. Number of hostels  | Nil  |
| ii. Number of inmates | N.A. |
| iii. Facilities       | N.A. |

❑ Residential facilities for faculty and non-teaching

Whereas on one side of administrative block of the university, there are different academic departments, the other side is dedicated for the residential blocks. There are three different buildings dedicated as VC residence, Registrar residence and FO residence. For faculty, the university has 18 type-IV and 20 type-III houses/flats; and on the other hand, 53 type-II and 48 type-I flats are in use to provide residential facilities for non-teaching staff. In addition to it, warden houses are also available. And for offering daily prayers, there is also a place of worship in nice scenic ambience, adjacent to the residential blocks.

❑ Cafeteria

The university cafeteria is housed in a separate building in between the departments and adjacent to the guest house, so as to cater to the needs of students, faculty and guests. The cafeteria building is large enough to accommodate approx. 100 guests at a time.

❑ Health centre – Nature of facilities available – inpatient, outpatient, ambulance, emergency care facility, etc.

Health centre of the university is housed in a separate building in between residential blocks and administrative block. Medical facilities for outpatients (including a few testing facilities as well) are available in it. The health centre is served by one visiting doctor daily. In addition to it, the University has MOU with nearby Rohilkhand Medical College & Hospital, which provides medical facilities at subsidised rates.

❑ Facilities like banking, post office, book shops, etc.

The university has one bank and one post office within its premises. There is one full-fledged branch of Union Bank of India, which provides all banking services to its customers, most of which are university faculty, staff and students. The post office provides all inland postal services. Both of these are established on buildings provided by the university in its campus.



- ❑ Transport facilities to cater to the needs of the students and staff  
The University has 02 buses for serving transportation needs of the students. Office cars (05 to be precise) are also available for students and staff, in case of emergency.
- ❑ Facilities for persons with disabilities  
The university provides a disability friendly environment in its campus. All the buildings within university campus have ramp and railings for easy movement of persons with disabilities. Most of the buildings of academic departments have one or more toilets that have been designed especially for persons with disabilities.
- ❑ Animal house  
The university has the distinction of having an animal science department in its campus. This department holds an animal house, which serves the purpose of different R&D laboratory requirements.
- ❑ Incinerator for laboratories  
A central research laboratory has been established in the university campus so as to provide research facilities to its faculty and research scholars. There is provision for incinerators as well in this lab.
- ❑ Power house  
The proposal for installing power house in the university campus is in the process. Necessary fees have been paid to the concerned authority.
- ❑ Waste management facility  
The university has sensibility towards sanitation. An ample work-force has been employed through agency for maintenance of the campus. For collection of waste, a good number of dustbins have been placed at important places but beyond the eyes of the visitors. The workers collect waste from different sites and dispose that in dumping grounds outside the university campus.

13. Number of institutions affiliated to the university

Type of colleges	Total	Permanent	Temporary
Arts, Science and Commerce	324		
Law	21		
Medicine	12		
Engineering	Nil		
Education	74		
Management	Nil*		
Others (specify and provide details)			

\* However, 49 colleges have UG course (BBA) in management.

14. Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University.

Yes ☒ No ☐ Number

15. Furnish the following information:

Particulars	Number	Number of Students
a. University Departments		
Undergraduate	09	1943
Post graduate	19	1218
M. Phil.	02	30
Research centres on the campus	13	469
b. Constituent colleges	Nil	
c. Affiliated colleges	379	6,11,494
d. Colleges under 2(f)		
e. Colleges under 2(f) and 12 B	47	1,60,181
f. NAAC accredited colleges	38	1,16,130
g. Colleges with Potential for Excellence (UGC)	Nil	
h. Autonomous colleges	Nil	
i. Colleges with Postgraduate Departments	75	86,289
j. Colleges with Research Departments	28	736
k. University recognized Research Institutes/ Centres	Nil	

16. Does the university conform to the specification of Degrees as enlisted by the UGC?

Yes ☒ No ☐

If the university uses any other nomenclatures, please specify.

17. Academic programmes offered by the university departments at present, under the following categories: (Enclose the list of academic programmes offered)

Programmes	Number
UG	09
PG	19
Integrated Masters	Nil
M.Phil.	02
Ph.D.	13
Integrated Ph.D.	Nil
Certificate	Nil
Diploma	Nil
PG Diploma	04
Any other (please specify)	
<b>Total</b>	<b>47</b>

List enclosed as Annexure no. 3

18. Number of working days during the last academic year.





19. Number of teaching days during the past four academic years.

183

184

182

183

(‘Teaching days’ means days on which classes were engaged. Examination days are not to be included)

20. Does the university have a department of Teacher Education?

Yes ☒

No ☐

If yes,

a. Year of establishment ..... 29/09/1986... (dd/mm/yyyy)

b. NCTE recognition details (if applicable)

Notification No.:

For M. Ed.: NRC/NCTE/UP-Common Orders/ 2015/ 111717

Date: 31/05/2015 (dd/mm/yyyy)

For B. Ed.: NRC/NCTE/UP-31/ 2015/ 120755

Date: 12/08/2015 (dd/mm/yyyy)

c. Is the department opting for assessment and accreditation separately?

Yes ☐

No ☒

After being accredited separately as A+ in 2005 by NAAC, the Department initiated again in 2012 and sent SAR for re-accreditation to NAAC. But, later on, it was found that NAAC had stopped separate accreditation of Teacher Education Departments in the university campuses.

21. Does the university have a teaching department of Physical Education?

Yes ☐

No ☒

If yes,

a. Year of establishment ..... (dd/mm/yyyy)

b. NCTE recognition details (if applicable)

Notification No.: .....

Date: ..... (dd/mm/yyyy)

c. Is the department opting for assessment and accreditation separately?

Yes ☐

No ☒

22. In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered? ..... N.A.....

Yes ☐

No ☐

If yes, please enclose approval / recognition details issued by the statutory body governing the programme.

23. Has the university been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

Yes. Different statutory bodies have visited the university occasionally for the recognition of academic courses.

#### 24. Number of positions in the university

Positions	Teaching faculty			Non-teaching Staff	Technical Staff
	Professor	Associate Professor/Reader	Assistant Professor		
Sanctioned by the UGC/University/State Government	25	65	144	371	64
Recruited	01	28	84	277	45
Vacant/Yet to recruit	24	37	60	94	19
Number of persons working on contract basis	Nil	Nil	31	130	46

#### 25. Qualifications of the teaching staff

Highest qualification	Professor		Associate Professor/ Reader		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	Nil	01	Nil	01	Nil	Nil	02
Ph.D.	15	Nil	22	07	20	07	71
M.Phil.	Nil	Nil	01	Nil	Nil	Nil	01
PG	Nil	Nil	06	Nil	28	05	39
Temporary teachers							
Ph.D.					04	03	07
M.Phil.					Nil	Nil	Nil
PG					13	11	24
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

#### 26. Emeritus, Adjunct and Visiting Professors.

	Emeritus	Adjunct	Visiting
Number	Nil	--	--

More than 75 professors of repute have visited the university during last four years.

#### 27. Chairs instituted by the university:

	Chairs
School / Department	None



28. Students enrolled in the university departments during the current academic year, with the following details:

Students	UG		PG		Inte- grated Master s		M. Phil.		Ph.D.		Inte- grated Ph.D.		D.Litt. /D.Sc.		Certifi- cate		Dip- loma		PG Dip- loma	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
From the state where university is located	1440	455	622	567			11	18	258	196									54	27
From other states of India	36	12	15	14			01	--	09	06									03	--
NRI Students																				
Foreign students																				
<b>Total</b>	<b>1476</b>	<b>467</b>	<b>637</b>	<b>581</b>			<b>12</b>	<b>18</b>	<b>267</b>	<b>202</b>									<b>57</b>	<b>27</b>

\*M - Male \*F - Female

29. 'Unit cost' of education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled) **Based on Audited Accounts of FY 2013-14**

(a) including the salary component = Rs. ...**44,348/-**.....

(b) excluding the salary component = Rs. ... **2,154/-**.....

30. Academic Staff College

Year of establishment .....

Number of programmes conducted (with duration)

- \* UGC Orientation
- \* UGC Refresher
- \* University's own programmes

**The proposal for establishment of academic staff college is in progress with the UGC.**

31. Does the university offer Distance Education Programmes (DEP)?

Yes ☐ No ☒

If yes, indicate the number of programmes offered.

Are they recognized by the Distance Education Council?

32. Does the university have a provision for external registration of students?

Yes ☐ No ☒

If yes, how many students avail of this provision annually?

33. Is the university applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.

Accreditation: Cycle 1 ☐ Cycle 2 ☒ Cycle 3 ☐ Cycle 4 ☐

Re-Assessment: ☐

34. Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: 28/02/2005 (dd/mm/yyyy), Accreditation outcome/Result ...

B+ for the University (Annex 4), and

A+ for Faculty of Education and Allied Sciences (Annex 5)

Peer team reports are enclosed as Annexure. no. 6 & 7.

Cycle 2: ..... (dd/mm/yyyy), Accreditation outcome/Result .....

Cycle 3: ..... (dd/mm/yyyy), Accreditation outcome/Result .....

Cycle 4: ..... (dd/mm/yyyy), Accreditation outcome/Result .....

\* Kindly enclose copy of accreditation certificate(s) and peer team report(s)

35. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated/ constituent / autonomous colleges under the university.

So far, total 46 affiliated colleges have been accredited by the NAAC. A list of such colleges has been provided on the university website, a copy of which is enclosed at encl. No. 8.

36. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

IQAC ...15/12/2005... (dd/mm/yyyy)

AQAR (i) ...23/02/2013... (dd/mm/yyyy)

(ii) ...13/02/2014... (dd/mm/yyyy)

(iii) ...28/01/2015... (dd/mm/yyyy)

(iv) ...28/08/2015... (dd/mm/yyyy)



*Any other relevant data, the university would like to include (not exceeding one page).*

Apart from the infrastructural facilities mentioned, the university has the distinction of having a dedicated Media Centre, Central Research Lab. and Central Computer Lab. Media centre of the university holds a well equipped studio and 04 camera Betacam setup. Keeping in view the advancement in technology the Betacam setup has now become obsolete, and needs to be upgraded to digital non-linear professional video production facility. The university is making efforts in this direction.





# **Part III**

## **Criterion-wise Analytical Report**



Self-Study Report for Accreditation by NAAC  
MJP Rohilkhand University, Bareilly (U.P.)

# Criterion 1

## Curricular Aspects

### 1.1 Curriculum Design and Development

#### 1.1.1 How is the institutional vision and mission reflected in the academic programmes of the university?

The crux of University's basic philosophy finds eloquent expression in its motto "Charaiveti Charaiveti (चैवेति चैवेति)" an aphorism from the Aitareya Brahmana, which exhorts us to move on and keep moving. Human life, whether of the student, teacher, staff or society, must be successful and the way to success is to constantly move forward in the right direction. The MJP Rohilkhand University is always on the move, girding up its loins with grit and determination to explore new frontiers of knowledge with the objective of serving the society and making the lives of people healthier, fuller and more complete.

##### Our Vision

The University of the New Millennium will occupy a key role in the production of wealth of all kinds – social, cultural and economic. It will be the pivotal institution in both the learning society and the knowledge economy.

##### Our Mission

The mission of the University is to:

- Promote participation in higher education, which it regards as a democratic entitlement.
- Strive for excellence in learning, teaching and research.
- Realize the creative potential and fire the imagination of all its members.
- Equip its students to make effective contributions to society and the economy.

The University's vision and mission get reflected in its various academic programmes through dissemination of knowledge and equipping the students with technical and professional knowledge; creating interest in students for research and innovation; fostering an environment that encourages critical thinking and establishes foundation for inclusive society; enabling students to contribute to the development of society in all dimensions – moral, ethical, economical, political and social; and preparing them to face the challenges of life and generate social responsibility among them.

#### 1.1.2 Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Yes, the university follow a systematic process in the design and development of the curriculum. It provides complete flexibility to the Board of studies to prepare curriculum. Convener of the Board of Studies has a term of two years.



All the faculty members in the department are members of Board of Studies. While external subject experts are appointed by the Vice- chancellor. After the feedback received by the department from students/alumni, the Board of studies recommends changes and modifications in the curriculum and academic council after due deliberation approves the same. The syllabus is designed as per the norms of UGC / AICTE and other Apex bodies.

1.1.3 How are the following aspects ensured through curriculum design and development?

☐ Employability

The syllabus is designed as per the norms of the apex bodies i.e. UGC / AICTE/ NCTE/RCI/ Pharmaceutical council of India and Bar Council of India. Particularly in case of professional courses, the present requirement in the job is also considered as a criteria to frame the syllabus and whenever the scope increases in job market for professionals possessing any specific skill, efforts are made to incorporate the minor changes/ modifications in the syllabus accordingly without infringing the guidelines of the Apex bodies in framing the curriculum. In most of the programmes, the syllabus is designed keeping in to consideration the syllabus of the competitive examinations like NET/SLET/GRE/ GATE/Civil Services etc.

☐ Innovation

- (i) Mixed pedagogy is being used in the university to blend class room teaching with innovative practices. Technology is being used effectively for improving access, equality and quality of higher education.
- (ii) The university provides access to students to e-resources, a large number of paid journals, mobile learning and the facility of INFLIBNET and smart class rooms ( installed in some departments)
- (iii) Communicative skill development, creative thinking and managerial skill development, stress management workshops and symposia are organised for the students.
- (iv) Assignments, lectures and tutorials, presentations, are adopted as regular feature of the teaching method to make teaching –learning process more interactive and participatory. Special lectures by experts are also arranged in various discipline from academia.

☐ Research

- (i) Temperament for serious research is inculcated in students through various approaches and steps taken by the university.
- (ii) Research has been made an integral part of the curriculum in most of the programmes. In 75% post graduate programmes the paper of Research Methodology has been incorporated as a compulsory paper.
- (iii) In both the M. Phil. programme and most of the post graduate programmes all the students have to complete research based dissertations to fulfil compulsory requirement of the syllabus.
- (iv) In all the professional courses field work is a mandatory part of the curricula which inculcates the temperament for original research in students.
- (v) In all the branches of B.Tech. Fourth year students have to work on some independent project under the supervision of some faculty member.



- (vi) In LLM III semester students have to write dissertations under the guidance of the supervisor which generates necessary skill for research in them.
- (vii) Class seminars and presentations are integral part of most of the programmes.
- (viii) Some meritorious and bright students are encouraged to participate in National/international seminars and conferences.

1.1.4 To what extent does the university use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?

The guidelines of UGC and AICTE/PCI/RCI/ Bar council of India and other Statutory bodies is followed up to great extent almost 70 – 80% curricula is as per the guidelines of regulatory bodies. In some disciplines, curricular reforms are also made keeping in consideration the local and regional requirement.

1.1.5 Does the university interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the university benefitted through interactions with the stakeholders?

Yes. The University regularly interacts with industry, research bodies and the civil society in the curriculum revision process.

- (i) The university has established internal Quality Assessment Cell to monitor quality of all components of education. The member of this cell represent various strata of society and industry.
- (ii) In professional and management courses the interaction is done with research bodies and the civil society for the up gradation of curriculum as per the need of latest technological development.
- (iii) The meeting of Board of studies is held regularly in all the departments. Suggestions imparted by the expert are incorporated for the benefit of students and stakeholders.

1.1.6 Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.

The university has positive approach towards introduction of new courses and whenever any colleges proposes to begin the same, the university makes need and requirement assessment of that programme particularly keeping in to consideration the local needs and employment opportunities offered by that programme. Then the university constitutes a committee consisting university nominee, external expert and subject experts who assess whether the infrastructure, library, teaching staff and other facilities are available in the college and only after positive report of the committee a new programme can be introduced in any affiliated college as per government norms.

1.1.7 Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities).

Yes. The university encourages its colleges to introduce skill oriented programmes relevant to regional needs. The focus of the university is that colleges in rural area must offer Agriculture and Agronomy as an optional paper



at graduation level while B.Sc. Agriculture has also been promoted by the university. Apart from that various skill-oriented programmes relevant to regional needs have been running in some of the affiliated colleges. The same are being listed below:

- Diploma in Fashion Designing
- Diploma in Textile Printing
- Diploma in Sculpture
- Diploma in Interior designing
- Diploma in photography
- Diploma in Yoga and Naturopathy
- Post Graduate Diploma in Computer Application
- Post Graduate Diploma in E-commerce
- Post Graduate Diploma in Environmental Management
- Post Graduate Diploma in Journalism, Mass Comm. and Media Strategy
- Post Graduate Diploma in Modern Arabic
- Post Graduate Diploma in Office management and Secretarial Practice
- Post Graduate Diploma in Professional Biotech
- Post Graduate Diploma in Tourism and Travel Management

## 1.2 Academic Flexibility

### 1.2.1 Furnish the inventory for the following:

- \* Programmes taught on campus

Programmes	Number
UG	9
PG	19
M.Phil	2
Ph. D.	13
Diploma	4
Certificate	--

- \* Overseas programmes offered on campus:  
None

- \* Programmes available for colleges to choose from
 

No. of Electives in Bachelor of Arts:	Thirty two
No. of Electives in Bachelor of Science:	Sixteen
No. of Electives in Bachelor of Commerce:	One
No. of Electives in Professional U.G. Courses:	Fifteen
No. of Programmes in Master of Arts:	Eighteen
No. of Programmes in Master of Science:	Ten
No. of Professional P.G. Programmes:	One
No. of Certificate Programmes:	One
No. of Diploma Programmes:	Ten
No. of Advanced diploma programmes:	One
No. of PG diploma programmes:	Fourteen

Details are available on the university website: [www.mjpru.ac.in](http://www.mjpru.ac.in)

1.2.2 Give details on the following provisions with reference to academic flexibility

a. Core / Elective options

Some of the UG and PG programmes have provision for core/compulsory and elective/ subsidiary options. Core papers are compulsory for all while several elective papers are available to students to choose from in most of the post graduate programmes.

b. Enrichment courses

As per the requirement of the various programmes, being offered by the university, the following type of enrichment courses are offered to the students.

- (i) Remedial classes
- (ii) Field work
- (iii) Personality development lectures
- (iv) Personality development workshops
- (v) Stress management Workshop

c. Courses offered in modular form: None

d. Credit accumulation and transfer facility

All the programmes offered at Bachelor of technology level follow credit system. But there is no facility of credit accumulation and transfer of credits. Though in future the university is planning to adopt credit accumulation and credit transfer facility for students.

e. Lateral and vertical mobility within and across programmes, courses and disciplines

- (i) There is lateral entry for diploma holder students in B. Tech. and B.Pharm.
- (ii) After passing B.Tech. I year the university provides the facility of vertical mobility to students from one branch of Engineering to another branch depending upon the available vacant seat in that branch/ programme. While providing this facility merit/ performance of students is the only criteria to take into consideration.

1.2.3 Does the university have an explicit policy and strategy for attracting international students?

All the information regarding the university programmes is available on university website along with contact details etc. International students who are interested in these programmes get facilitated through this to take admission in the university. The university provides financial support to faculty to attend international conferences. The faculty while visiting abroad whenever shares information about various programmes running in the university that indirectly promotes those programmes.

1.2.4 Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.

Any international student can take admission in the university programmes as per the norms but no specific programmes have been developed to target international students.





1.2.5 Does the university facilitate dual degree and twinning programmes? If yes, give details.

No, Not yet. Perhaps in future it may consider to work on this line.

1.2.6 Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

MJP Rohilkhand University is a self-sufficient university and it runs several self financing programmes. The policies regarding admission, teacher qualification and salary for self financing programmes are at par with the aided programmes. Only the fee structure of these programmes is different. The details of fee structure for these programmes is being given under.

Name of the Programme	Fee Structure (Annual) Rs.	Admission Criteria
M. B. A. (Marketing)	50,000/	Entrance Test
M. B. A. (Part time)	25,000/	-- Do --
Bachelor of Hotel Management & Catering Technology	35,000/	-- Do --
Master of Social work	16,000/	Merit+Group Discussion
M. A. Applied and Clinical Psychology	16,000/	Merit
M. A. Applied Philosophy	7,5000/	Merit
M. A. Applied English	7,5000/	Merit
Advanced PGDCA	25,000/	Merit+Group Discussion
P. G. Diploma in Mass Comm. and Electronic Journalism	40,000/	Merit+Group Discussion
P.G. Diploma in Women Empowerment and Development	8,000/	Merit
P.G. Diploma in Entrepreneurship Dev.	8,000/	Merit
B. Tech. in Com. Sc. and Info. Tech.	75,000/	Entrance Test
B. Tech. in Electronic communication	75,000/	Entrance Test
B. Tech. in Electronics and Instrumentation	75,000/	Entrance Test
B. Tech. in Electrical Engineering	75,000/	Entrance Test
B. Tech. in Mechanical Engineering	75,000/	Entrance Test
B. Tech. in Chemical Engineering	75,000/	Entrance Test
B. Pharm.	75,000/	Entrance Test
M. Pharm.	1,00000/	Merit
M. Pharm.	1,00000/	Merit
M. Sc. in Applied Physics	25,000/	Entrance Test
M. Sc. in Applied Chemistry	25,000/	Entrance Test
M. Sc. in Applied Mathematics	16,000/	Entrance Test
Masters in Computer Application	45,000/	Entrance Test



- 1.2.7 Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes', give operational details.

Only face to face mode of teaching is conducted in the university.

- 1.2.8 Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?

The university follow credit system in all B.Tech. B. Pham. M.Pharm. programmes. And university is making efforts to implement the CBCS for all the programmes.

- 1.2.9 What percentage of programmes offered by the university follow:

- \* Annual system
- \* Semester system
- \* Trimester system

Almost 100% programmes of the university follow semester system. B.Ed. is the single exception that follow annual mode of examination.

- 1.2.10 How does the university promote inter- disciplinary programmes? Name a few programmes and comment on their outcome.

At present there are no inter- disciplinary programmes in the university but in future some of the programmes may be introduced.

### 1.3 Curriculum Enrichment

- 1.3.1 How often is the curriculum of the university reviewed and upgraded for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

The curricula in meeting of board of studies in most of the departments is regularly updated to keep pace with the latest developments and challenges in the field. Efforts are centered on making it job-oriented. There is complete flexibility in the curriculum construction and the meeting of Board of Studies is conducted twice a year in most of the departments while some departments conduct BoS meetings annually. The suggestions and feedbacks from students and experts regarding curriculum are discussed with the experts and the syllabi is modified accordingly.

- 1.3.2 During the last four years, how many new programmes at UG and PG levels were introduced? Give details.

- \* Inter-disciplinary
- \* programmes in emerging areas



Two Professional PG programmes were introduced in 2014:

- M.Pharm. (Pharmaceutics)
- M.Pharm. (Pharmacology)

1.3.3 What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?

Meeting of Board of Studies are regularly conducted. While following the model curriculum of the bodies like UGC/AICTE/Bar Council of India, RCI; change in the curricula is made keeping in consideration the regional needs. In professional programmes, except B.Tech. & B.Pharm. for which common curriculum is designed at state level, syllabi is modified keeping in view the demands and requirements of industry. The syllabus of competitive examinations i.e. NET/SLET/ GATE/ Civil Services is also incorporated up to large extent in the curriculum of the programmes.

1.3.4 What are the value-added courses offered by the university and how does the university ensure that all students have access to them?

- (i) Fundamental knowledge of computers and English language has been incorporated as essential component in some of the programmes.
- (ii) Field work is mandatory part of the curriculum since the inception in some post graduate programmes like Masters of Social Work, Bachelor of Education, Ancient History and Culture etc.
- (iii) In some Programme students are made to visit villages in nearby locality and are engaged in socially useful awareness and cleanliness campaign.

## 1.4 Feedback System

1.4.1 Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

The feedback is elicited by the students at the term end. In most of the departments, feedback is obtained after students take NET/SLET/GRE/GATE etc. competitive exams. They are enquired about the components/ questions asked in these exams and feedback is taken whether the curriculum covers all the components of NET/SLET/ GATE etc. Their feedback is discussed in the meeting of Board of Studies with external experts and experts from industry and the curriculum is modified accordingly.

1.4.2 Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and its impact.

The feedback is regularly obtained on the curriculum after discussion with experts in Board of studies, Faculty board. Whenever the alumni of the department visit the university to attend national / international conference / workshop their feedback on the curriculum is taken. If some valuable suggestions are made by some eminent professors the same are incorporated in the curriculum after discussion with external experts in the meeting of Board of

Studies. The syllabus contains the latest and advanced curriculum in their respective discipline. Students directly get benefitted from this rich curriculum when they appear in NET/SLET and other competitive examinations.

- 1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.

In the meeting of Academic council the Department head of various affiliated institutions give feedback through their convener on curriculum enrichment. Sometimes the faculty members and head of the various departments in affiliated colleges also send their feedback and suggestions. In the meeting of Board of Studies and Academic council all these feedbacks and suggestions are discussed properly and the viable suggestions and feedback are incorporated in the Syllabus after proper deliberation.

- 1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curricula?

The guidelines of UGC and other Apex bodies for framing the curriculum is followed. The curricula available on web are also used as resources. The faculty members visit other universities to attend refresher Courses, Orientation Programmes and National and international seminar the input is obtained from them about the curriculum. The faculty members who visit other universities as an expert in meetings of Board of studies and other academic meetings, the input on curriculum is obtained from them and if some innovative practices are being followed somewhere else, the efforts are made to incorporate that in the curriculum after discussing their utility and viability. The need for human resource development is also identified after interaction with alumni industry experts and visiting dignitaries.



# Criterion 2

## Teaching-Learning & Evaluation

### 2.1 Student Enrolment and Profile

#### 2.1.1 How does the university ensure publicity and transparency in the admission process?

University uses Electronic, Print and Social media to reach to maximum number of candidates seeking admissions. For publicity the admission related notifications are published in national newspapers and on university website. University website is extensively used to provide all important admission related documents including Prospectus, Admission Forms, Admission Notifications, Entrance Test Syllabi etc. To ensure fair admissions and transparency entire admission process is monitored by University Entrance Cell. The results are prepared by tabulators using computer based tools. All entrance test results including waiting lists, merit list etc are displayed on the university website expeditiously. There is complete transparency in the process.

#### 2.1.2 Explain in detail the process of admission put in place by the university. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university (please specify).

The university has multiple methods / processes of admission in its courses of study depending upon the course for which admission is sought. The registration for admission is done both online and offline for different courses. Specific information regarding admissions is widely disseminated through various modes. The University issues notification regarding admissions in national newspapers and displays it on the University's website. A minimum prescribed eligibility criterion in the respective qualifying examination as stipulated by the State government is applicable for admission in each and every course of study. The lists of selected and wait-listed candidates are posted on the website and also displayed on the notice boards of the respective departments. The entire admission process is very transparent.

A. Merit based admissions: In all the M.A. courses, M.Pharm. and P.G. Diploma courses, admissions are done largely on the basis of merit i.e. percentage of marks scored by student in qualifying examination. In diploma courses process also includes group discussion and personal interview. The process is done at the departmental level.

B. Entrance test and Counseling: For admission in all the Master of Science courses, M.Ed, M.Phil. and L.L.M. courses being run in campus departments as well as in affiliated colleges, entrance tests are conducted by the university. The whole process, including publicity, entrance



examination, result declaration, counseling and admission is conducted and monitored by University Entrance Cell.

- C. Common Entrance Test conducted by State / National Agencies: There are courses of study in the university such as B.Tech., B.Pharma., B.H.M., B.Ed., M.B.A. and Ph.D.(all subjects), where admissions are undertaken primarily through Common Admission Tests conducted by concerned State/National level agencies. However, various information regarding these tests are publicized at the university level too.

2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

In case of all those above mentioned courses being run in the university campus, for which entrance test is conducted, either by the university or by the state/national agencies, admission procedure is common for affiliated colleges also. For rest of the UG, PG and diploma courses, the affiliated colleges are allowed to notify for admission at their own level in the beginning of academic year. The admissions are made on the merit basis and reservation criteria are followed for different categories as per the State Government and university rules in force. The process of admission is completed till the closing date fixed by the university.

The university monitors the admission through its University Admission Committee. It closely examines any reported problem arising out of admissions. The university collects data about the admitted students by the colleges in various courses of study to review the categories of information like fulfilment of reservation criterion, intake in consonance with number of available seats, fulfilment of eligibility etc. Thus, a central data management and a decentralised admission process are tried to be carefully balanced. However, from the session 2016, university is planning for online admission process for all the courses.

2.1.4 Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process? The University has a University Admission Committee and University Entrance Cell which meet time to time and review the admission process every year and on the basis of feedback necessary reforms are carried out and incorporated in the subsequent procedures. The outcomes of such exercises are:

- The admissions are completed faster and with higher accuracy, for instance the introduction of subject combinations at UG level and OMR answer sheets in entrance examinations saved lot of time.
- New Test Centers outside Bareilly were introduced.
- The University introduced On-line examination forms from the academic session 2014-15. Encouraged by the received feedback, the University is planning to shift to completely online admission from the academic session 2016-17.

2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:

- \* SC/ST





- \* OBC
- \* Women
- \* Persons with varied disabilities
- \* Economically weaker sections
- \* Outstanding achievers in sports and other extracurricular activities

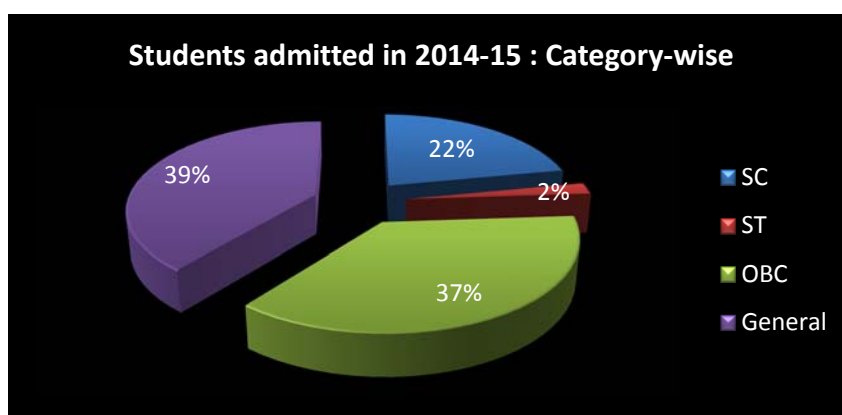
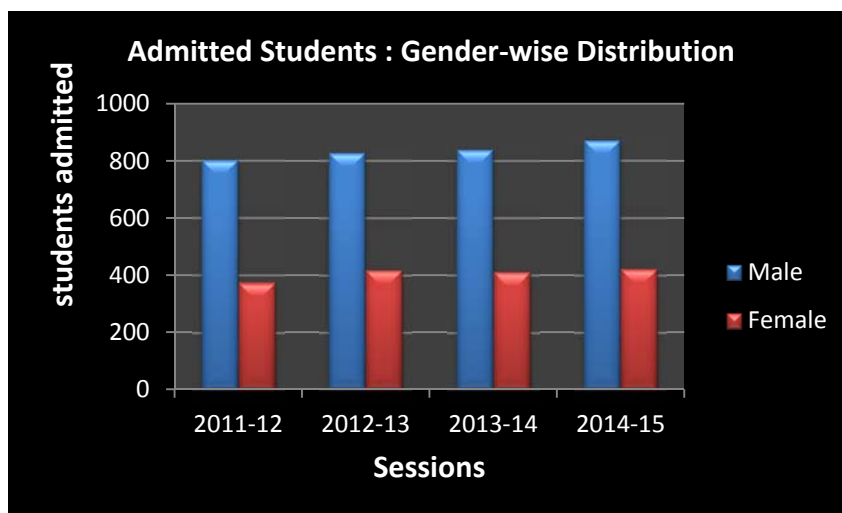
All efforts are made to create access to higher education for disadvantaged groups, as per Government norms.

- a) The university has been following the general reservation policy of Government of India and State government as and where applicable for horizontal as well as vertical reservation to SC / ST, OBC, women, person with varied disabilities and outstanding achievers in sports etc.
- b) Wide publicity of admissions with clear number of available seats for various categories of the students is given in national newspapers and on university's website.
- c) The minimum eligibility criterion is relaxed as per rules for students admitted under the SC and ST quota.
- d) Separate hostel facility has been created for SC/ST and women students of the campus. Other than that, several hostels are available for all the students irrespective of any categorization.
- e) University has a Centre for Remedial Coaching for providing coaching and guidance to disadvantaged group.
- f) Campus has been made friendly for physically challenged students. Facility of ramp and railings has been provided in all the buildings in university and most of them have special toilets also.
- g) Weightage and concessions in admission are given to sports persons, athletes, and women.
- h) Scholarship and fee reimbursement facilities as per state government policy are also made available to the students of specified categories.

#### 2.1.6 Number of students admitted in university departments in the last four academic years:

	<b>2011-12</b>		<b>2012-13</b>		<b>2013-14</b>		<b>2014-15</b>	
<b>Categories</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
SC	155	99	181	82	190	80	197	86
ST	18	05	19	7	16	9	18	8
OBC	332	113	354	153	314	149	334	142
General	296	157	272	175	318	172	321	185
Total	801	374	826	417	838	410	870	421

\* Data does not include the number of Ph.D. students. Due to the state government policy, there were no admissions in Ph.D. during the years 2011-14. In the year 2014-15, pre Ph.D. course works in different subjects have been started and 438 students have taken admission in these courses.



- 2.1.7 Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Undoubtedly, analysis of demand ratio helps in evolving strategies to increase enrolment, to improve infrastructure needed and to assess the current trends in students' preferences, but, the demand ratio for various programmes of the university departments can't be tabulated specifically just because in most of its courses, either the admission is through state level common entrance test or through university level entrance test (common with its affiliated colleges). So, the number of applications specifically for these courses can't be decided. However, the common trend observed during admissions every year is that the students give top priority for the seats available in university departments.

- 2.1.8 Were any programmes discontinued/staggered by the university in the last four years? If yes, please specify the reasons.

In the year 2014-15, B.Ed. (Special Education – Learning Disability) was staggered due to the disapproval by RCI (reason being lack of eligible permanent faculty. RCI is under the process of finalising its norms and modalities for 2 year B.Ed. and has given its consent to restart this course just after that.



## 2.2 Catering to Student Diversity

2.2.1 Does the university organize orientation / induction programme for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Orientation/ induction classes for the newly admitted batch of the students are organized in each department at the commencement of new academic session every year. Senior faculty of the department, senior students and experts from other concerned fields like senior achievers, eminent alumni, emeritus professors, and experts on yoga, communication skills, entrepreneurship are involved in such programs. A wide range of issues are discussed including the rules and regulations of the university, employability, teaching methodologies, examination system, campus placement criterion etc. which include various activities such as :

- Introduction of fresher and faculty members
- Providing overview of the program, course structure and syllabus, teaching and learning methods, co-curricular activities etc.
- Visit to various places/ main buildings in the university such as central library, laboratories, administrative block, canteens, sports facilities and departments of studies.
- Lectures are conducted by invited experts, departmental faculty and people grounded in the field practice.
- The students are expected to give the feedback report of the programme. The feedback is shared with the experts and programme is improved accordingly.

2.2.2 Does the university have a mechanism through which the “differential requirements of the student population” are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

The orientation programme conducted in each department before the commencement of the teaching programme helps in understanding and assessing the knowledge base and skills of the students. The students admitted are from different socio-economic backgrounds. Hence, their exposure levels are different. Most of the time, the key issue remains medium of instruction. Faculty members identify and take very good care of this particular requirement of the student population. During the conduct of classes, exposure levels of the students are identified based on their performance in the class by the faculty members and suitable programmes are conducted for the needy students. The performance of students in the internal tests which is a part of continuous internal assessment in most of the professional courses also helps in getting an understanding of the requirements of the student population. The identified key issues are addressed through -

- Need-based academic support
- Special assignments
- Remedial classes

- Peer team learning
- Assigning responsibilities for student managed activities
- Placement Support
- Programmes on communication skills

2.2.3 Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

In the university remedial classes are offered after the regular class hours. These classes are conducted at the departmental level as per the need. In addition, there is a Remedial Coaching Centre offering training for competitive examinations.

2.2.4 Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?

University has not conducted any study in this area till now. But to provide better academic inputs to the students from disadvantaged sections of society, economically disadvantaged, physically challenged and slow learners, it has plans to conduct such studies in near future. However different departments have undertaken such studies for different related issues.

2.2.5 How does the university identify and respond to the learning needs of advanced learners?

The identification of advanced learners is based on several indicators like their participation in classroom discussion, performance in the assessment tests, performance during the oral examination, participation in classroom seminars, and questioning ability. The informal interactions with students by the faculty help to identify the specific needs of the talented students. The learning needs of the advanced learners are addressed based on the following methodologies.

- Advanced learners are encouraged to come out with innovative ideas and University offers every possible support to carry out that as a project.
- Advanced learners are encouraged to lead the students' technical association team at the occasions of National/International seminars in the University.
- These students are guided to present papers in seminar and to participate in competitions organized by other colleges.
- These students are guided to attempt for various competitive examinations and motivated to participate in extra-curricular activities.
- They are also involved in peer mentoring activities.
- The advanced learners are given opportunity to interact with experts from industry to encourage them to take up industry defined projects.
- The university organizes coaching classes for NET aspirants in which shortlisted bright students are selected and they are given proper training by the Remedial Coaching Centre of the university.



## 2.3 Teaching-Learning Process

- 2.3.1 How does the university plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?

The university prepares an overall annual academic calendar covering the schedules for admission, vacations, teaching and examinations, result declaration etc. On the basis of this calendar, the Heads of the Departments in every Faculty draw their departmental academic calendar under the guidance of the Dean to accommodate planning for the process of teaching-learning of theory, practical and field classes and evaluation plans (internal, term/semester examinations) for both odd and even semesters. The calendar also caters to the need of field training, educational tours, and co-curricular activities. Additional working days or amendments in the academic calendar are also informed well in advance to students through circulars.

- 2.3.2 Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

The description of the syllabus for each subject contains course outline. The allotment of courses and allocation of teachers for specific academic program is well defined even before commencement of the semester. Copies of the regulation, curriculum and syllabus are easily available, well in advance for all the students as the same is available on the University website. The activities mentioned in the schedules are interlinked and are carried out one after another in a sequential manner. The implementation of the process is discussed in the class committee meetings and the effectiveness of the process is ensured.

- 2.3.3 Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

- No. The University does not normally face any problem in completing the curriculum. This is mainly due to the availability of excellent faculty members and meticulous planning.
- However, during extraordinary situations such as conduct of general elections, students' unrest, local or national level emergencies, natural calamities etc. the academic schedule tend to be altered and extra classes and special classes are conducted during vacations and holidays to compensate for the days lost.

- 2.3.4 How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

The University departments have active subject associations and various extension activities are organized in the form of workshops, Memorial lectures, expert talks, personality development programs for holistic development and improved student learning, in collaboration with various organisations. To make



the learning student centric the following participatory learning activities are being adopted by the faculty:

- Solving challenging problems in the tutorial classes
- Discussing case studies / articles
- Facilitating industrial internship
- Providing software training and software based education
- Encouraging participation in seminars with improved communication skills
- Organizing various workshops like entrepreneurship development workshop, personality development workshop, career guidance & counselling workshop etc.
- Assignments on specific topics for self study
- Motivating for survey based field work & projects
- Making students aware about multimedia learning resources
- Indulging students in experimental learning
- Arranging for various co-curricular activities like debates & extempore, essay writing & elocution competition, fests & cultural programs, games & sports etc.

**2.3.5 What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?**

All the academic departments are encouraged to invite experts from reputed academic institutions, industry, research institutions and people of eminence in different fields to deliver lectures on current topics. Generally, the experts and eminent speakers are invited on the basis of recommendation made by the concerned faculty, BOS, training & placement cell, etc. Budgetary provision is made for this purpose. The departments are encouraged to organize seminars, conferences, workshops. etc.. by seeking support from funding agencies and the stakeholders. Endowment lectures are arranged in different subjects periodically from the funds deposited for this purpose. Grants sanctioned from organizations like UGC, AICTE, MHRD, DST and other Government and non-government organizations are utilized for inviting experts from industry and other institutions for giving lectures. Alumni who are visiting the departments are also requested to deliver lectures during their visits.

**2.3.6 Does the university formally encourage blended learning by using e-learning resources?**

The university encourages blended learning through various measures. Sufficient e-learning resources have been created in the campus. It has adequate infrastructural support consisting of the Internet connectivity, Smart Class Rooms, Computer centres and Laboratories with good computing facilities, well-equipped in terms of hardware and software. In the central library, besides printed books, 536 C.Ds. (of the books) are available in its collection. University library also provides on-line support for learning through access to e-books and e-journals. 8000 peer-reviewed e-journals are subscribed through INFLIBNET under the UGC-INFONET Digital Library Consortium. The students and faculty members are encouraged to access e-journals/ e-books and other open





educational sources in order to be aware of the recent researches in the concerned area.

- 2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

The university has the facility of virtual/smart class, e-learning, mobile education and facility of INFLIBNET to access free e-books and e-journals. More than 4000 e-journals have been provided by UGC INFLIBNET under its INFONET program and EBSCO free database. E-journals are accessible through IP based server and URL. The University also has paid access to a large number of e-journals in various fields of study and students are encouraged to use these resources for various assignments. The CSIT departments and Library ensure that students can access e-resources on non-working days also.

As explained in the point 2.3.6., the faculties are given access to all the above mentioned e-resources to prepare for the class room teaching. Use of mobile is well acknowledged for sending materials to the students.

- 2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?

The university has identified the importance of the open source in education process and would be taking step in the near future to establish a separate body to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the educational processes. However, there are specially designated groups in the form of Board of Studies at the department level and Research Degree Committee at the university level which are responsible bodies to monitor the trends and issues regarding contemporary developments in the relevant disciplines.

- 2.3.9 What steps has the university taken to orient traditional classrooms into 24x7 learning places?

Although it is still a very nascent attempt within the University to think about the departure from traditional classrooms, there are some provisions through which traditional classrooms can take the shape of 24x7 learning places e.g.

- The internet facility is operational in all the departments on 24x7 basis.
- A number of smart classrooms have been set up in various departments.
- Some of the departments have the facility of LAN with several Internet nodes.
- E – Learning facility is available in central library

- 2.3.10 Is there a provision for the services of counsellors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

Apart from teaching, the faculty members also encourage the students to approach them for professional counseling /mentoring /academic advice.

Department of Applied and Clinical Psychology of the university is continuously providing personal and psycho-social guidance and counseling services to the society since last 20 years. It also caters to similar needs of the university students as and when required.

There is an Employment Bureau within the university campus which is a centre of information regarding various vacant positions in different organizations. Time to time, this bureau organizes special programs of career counseling to the needy students of the university.

- 2.3.11 Were any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

The dedicated faculty members of the University aim to deliver their lectures in an effective manner to enrich the knowledge of the students' community. They continuously are adopting innovative teaching approaches relevant to their disciplines and the changing needs of the students.

Some of the adopted innovative teaching methodologies are:

- Use of smart class rooms, which are provided with LCD projector, LCD TV, OHP projector, The teachers are utilizing these facilities to illustrate the concept clearly through power point presentations and other audio/video modes.
- The teachers are disseminating tutorials, assignments, lecture notes and other relevant materials through internet/ e-mail and mobile so that these can be accessed by the students at any time.
- The students are being given variety tasks such as group assignment completion, problem solving and mini projects. These activities are making the students independent learners and helping them to learn on their own about the latest developments in their area of study.

While there is no formal method to evaluate the impact of such practices, it has been felt by the faculty themselves over the years that these innovative practices enable better comprehension of the subject, shed inhibitions and promote interaction in the classroom.

To encourage the faculty to adopt new and innovative approaches, university arranges workshops at regular intervals. Faculty members are encouraged to attend national and international conferences and get recognition through sharing of the knowledge with outside world. University also recognizes the contribution of teachers involved in innovative teaching practices by financially supporting their visits to academic institutes for research activities abroad and within India.

- 2.3.12 How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?

The University makes adequate efforts to create a culture of instilling and nurturing creativity and scientific temper among the learners. The following are regularly taken up activities for this purpose:



- The students, as part of their curricular activities, are allowed to prepare projects of their interest in respective subjects.
- Competitions among the students in various departments are conducted periodically relating to scientific as well as cultural events.
- Departments have brainstorming sessions, debates, discussions, film shows and community works. They conduct seminars, symposia in which the students are given opportunity to present papers and showcase their scientific temper and creativity.
- The successful entrepreneurs, scientists and other creative talents of the repute are invited frequently to the University to deliver expert lectures and to interact with the students. This helps to trigger the creativity and the spirit of scientific exploration.
- Every year university organizes Youth Festival which is a major forum for creative expression. It encourages cultural and academic exchange between the students of different colleges / departments / universities.
- Tours and visits to the places and exhibits of the scientific and creative importance are arranged by the departments.

2.3.13 Does the university consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?

- \* Number of projects executed within the university
- \* Names of external institutions associated with the University for Student Project Work
- \* Role of faculty in facilitating such projects

University runs variety of courses of different subjects ranging from engineering to social sciences, from teacher education to hard sciences, from law to management. And yes, the curriculum mandates student projects in the curriculum for a wide range of courses (more than 75% courses).

Large numbers of projects have been executed so far by the students and information is available with the respective academic units. Students undertake projects using in-house resources and also in collaboration /assistance with outside agencies, industry, institutions, professional bodies, NGO etc. Extensive academic autonomy has been provided to the departments to decide about these matters.

All the faculty members of the respective departments act as project guides to monitor the project work. They are primarily responsible for helping students develop viable project ideas that satisfactorily meet the requirements of internships and dissertations, make arrangements for the necessary facilities required, and also work with the students continuously to ensure optimal learning and quality.

2.3.14 Does the university have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

Yes, the teaching faculty of the University comprises specialized and well qualified fraternity in different fields to address the requirements of the curriculum. The number of sanctioned posts in various departments is fair enough. Wherever and whenever, there arises a need on account of superannuation of teachers, any shortfall or specific needs; it is supplemented by retired teachers or faculty on contract basis.

- 2.3.15 How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the university for such efforts?

In general, the faculty members are conversant with computer-aided teaching and hence use all possible facilities available for example computer lab, software demo/use, power point presentations etc. If required, the necessary training is offered by The Department of Computer Science & Information Technology of the campus.

Access to high speed internet, computing and printing facilities is provided to all the faculty members to enable them to prepare computer-aided teaching/learning materials. The Wi-Fi enabled smart class rooms supplement the computer aided teaching.

- 2.3.16 Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

Although there is no such type of specific mechanism in the university yet, informal feedback taken by the teachers themselves serves to improve the existing teaching methodology and adopt better teaching practices. The alumni are regularly contacted to identify the strengths and weaknesses and the necessary changes to be incorporated periodically in the curriculum.

## 2.4 Teacher Quality

- 2.4.1 How does the university plan and manage its human resources to meet the changing requirements of the curriculum?

The following are the measures taken by the University to develop the human resources to meet the changing requirements of the curriculum:

- Faculty members are constantly encouraged to attend orientation and refresher programs, faculty development programs, summer/winter schools, international and national seminars, conferences, workshops, symposia. etc. and training programmes on emerging trends
- Organization of international and national seminars, conferences, workshops, symposia etc.
- MoUs and collaborations with industrial, research and academic institutions within and outside the country
- Appointing specialized guest faculty
- Inviting experts from India and abroad to interact with faculty



## 2.4.2 Furnish details of the faculty

Highest qualification	Professor		Associate Professor/ Reader		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	01	--	01	--	--	02
Ph.D.	15	--	22	07	20	07	71
M.Phil.	--	--	01	--	--	--	01
PG	--	--	06	--	28	05	39
Temporary teachers							
Ph.D.					04	03	07
M.Phil.					--	--	--
PG					13	11	24
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

## 2.4.3 Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

	Faculty	% of faculty from the same university	% of faculty from other universities within the State	% of faculty from universities outside the State	% of faculty from other countries
1.	Faculty of Engineering & Technology	28.78	46.97	24.25	--
2.	Faculty of Advanced Social Sciences	54.14	42.86	--	--
3.	Faculty of Applied Sciences	11.11	77.78	11.11	--
4.	Faculty of Management Studies	50.00	16.67	33.33	--
5.	Faculty of Education & Allied Sciences	28.57	42.86	28.57	--
6.	Faculty of Legal studies	33.33	66.67	--	--

## 2.4.4 How does the university ensure that qualified faculty are appointed for new programmes / emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?

The University follows recruitment procedures stipulated by the U.G.C. and the rules laid down by the State Government. The vacant positions are advertised widely in all the leading news papers, employment news and through the university website. Applications are sought from all parts of the country to ensure the quality of teachers at the entry level. Selection committees are constituted as per the State Universities Act and UGC guidelines, and selection is done purely based on merit, academic qualifications, experience and performance in the interview.

**2.4.5 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?**

More than 75 professors of repute are regularly visiting the university and contributing effectively in the areas where the university needs support. Facultywise details are as follows:

Faculty		No.	Few Names
1.	Faculty of Engineering & Technology	15	Prof. I. D Mall, Prof. A.K.Chatterjee, Prof. Sushant Srivastava, Prof. P. Bhardwaj, Prof. Anupam Srivastava
2.	Faculty of Advanced Social Sciences	6	Prof. U.P.arora, Prof.H.C.Pokhriyal, Prof. Mushir Ul Hasaan
3.	Faculty of Applied Sciences	9	Prof. R. K. Raghuvanshi, Prof. S. P. Khullar, Prof. R. P. Singh
4.	Faculty of Management Studies	26	Prof. Y.P. Singh, Prof.V. Sharan, Prof.S.P. Kala, Prof. S.K. Kabia
5.	Faculty of Education & Allied Sciences	21	Prof.Mohammad Mian, Prof. J.K. Joshi, Prof. Girijesh Kumar, Prof. K. M. Pandey
6.	Faculty of Legal Studies	12	Prof.S.K. Singh, Prof.S.D. Sharma, Prof. PreetiSaxena

**2.4.6 What policies/systems are in place to academically recharge and rejuvenate teachers (e.g. providing research grants, study leave, nomination to national/international conferences/ seminars, in-service training, organizing national/international conferences etc.)?**

The university takes every possible step to academically recharge and rejuvenate its teachers

- The faculty members obtain research grants in the form of research projects sanctioned by various funding agencies such as DST, CSIR, AICTE, UGC, ICSSR etc.
- The University grants study leave for the younger faculty members, who do not have Ph.D. degrees to pursue their research programmes in other advanced institutions in India and abroad.





- The University encourages the younger faculty to apply for fellowships offered by various agencies of the Government of India to pursue research and the study leave is sanctioned for such candidates.
- In addition, the senior faculty members are granted leave to serve as visiting scientists and visiting professors in different organizations in India and abroad.
- Faculty members are deputed / allowed to present research papers in various conferences and seminars, regularly.
- The University provides travel grant to faculty to attend international academic events. T.A.-D.A. and the registration fee are sanctioned to the faculty members attending the national conferences meeting the expenditure from the UGC grants.
- The faculty members are also encouraged to organize national/international conferences and the university supports to the maximum extent possible.

2.4.7 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

During the last four years, faculty members received several awards/recognitions by various organisations for excellence in teaching, research and extension activities.

### **Department of Animal Science**

#### **1. Prof. Neelima Gupta**

- Platinum Jubilee Award, Indian Science Congress, 2010  
Delivered the Platinum Jubilee Lecture at the 97<sup>th</sup> Indian Science Congress, Thiruvananthapuram.
- Best Orator Gold Medal, 2011  
Awarded by the International Society for Contemporary Biologists at the International Conference on Life Science Research for Rural & Agricultural Development
- IAES Silver Jubilee Gold Medal 2012  
Awarded for sustained contributions and patronage to the Indian Academy of Environmental Sciences
- Salgare Foundation Best Scientist of the year Gold Medal, 2012  
Awarded in recognition of valuable contributions to the subject of Zoology and Environmental Science in general and Parasite Biodiversity and Toxicology in particular
- Distinguished Service Award, 2013.  
Conferred by National Seminar on Environmental Issues and Challenges in the 21st Century for services rendered in Environmental Sciences.
- Life Time Achievement Gold Medal, 2013  
Conferred by Indian Academy of Science & Nature for Outstanding Research & Academic Contributions in the field of Zoology
- Green Globe Award, 2014



Awarded by the International Society for Biodiversity Conservation and Research (ISRB) at the 2<sup>nd</sup> National Conference on Advances in Biosciences and Health Education.

- VIGYAN RATNA SAMMAN, 2014  
Awarded by the Government of Uttar Pradesh for appreciable contributions in the field of Science & Technology
- Recognition Medal of Global Biodiversity Meet, 2014  
Awarded at the Global Biodiversity Meet on Parasites and Aquatic Ecosystem Health in recognition to sustained academic efforts for the improvement of aquatic animal health
- Science Dissemination Award, 2014  
Awarded by the District Science Club, Bareilly (sponsored by the Council of Science & Technology, Govt. of Uttar Pradesh) for sustained efforts for the promotion and dissemination of science and technology

## **2. Prof. S.M.Singh**

- Awarded a Certificate of Appreciation as Earthworm Biologist by SEEER at Tripura Central University, Tripura in 2012

## **Department of Plant Science**

### **3. Prof V P Singh**

- UGC-BSR Faculty Fellowship (BFF Award), 2015
- Distinguished Service Award for contribution in Environmental Sciences Bareilly College, Bareilly 2013
- Fellow of the Society of Plant Reproductive Biologists (FSPRB), Agra. 2103
- Secretary Indian Botanical Society. 2010-13 and 2013-17
- Doctoral / post doctoral fellows  
Dr. Pankaj Kumar Arora                      D. S. Kothari fellowship, 2013  
Dr. Savita Gangwar                         R. A. CSIR, 2013

## **Department of Humanities**

### **4. Dr. Asha Choubey**

- Indo – Hungarian EEP 2010 granted by UGC India and HSB Hungary

## **Department of Business administration**

### **5. Prof P K Yadav**

- Awarded “Best Professor-Teaching Marketing Management” organized by ABP News on 29<sup>th</sup> June 2013, at Mumbai.
- Honored with “Rajiv Gandhi Excellence Award in Education” by Indian Solidarity Council and International Institute of Education & Management Oct’3, 2013.
- Honored with Indra Gandhi Shiksha Siromani award by Indian Solidarity Society . Dec.21, 2013.
- Bestowed with the honour of “Fellow” of Indian commerce association.

### **6. Prof A K Sarkar**

- Guru Dronacharya Award KCMT Bareilly
- Best Teacher Award of 2009 by Lotus Institute of Management



**7. Prof P B Singh**

- Best paper award in an International Conference held at Bangkok, Thailand in the year 2011.

**8. Dr Raj Kamal**

- Man of Philonthropic Ethos by Times of India

**9. Dr Sanjay Mishra**

- Guru Dronacharya Award KCMT Bareilly

**Department of B.Ed. / M.Ed.**

**10. Professor N. N. Pandey**

- Award of Eminence for distinguished services in the field of Teacher Education by IATE in 2015

**11. Dr. Pradeep Kumar Misra**

- Commonwealth Academic Fellowship by Commonwealth Scholarship Commission, United Kingdom in 2013;
- Indo-French Social Scientist Exchange Scholarship by FMSH, Paris and UGC, India in 2013;
- UGC Post-Doctoral Research Award by UGC, India in 2012

**Department of Law**

**12. Dr. Amit Singh**

- Certificate of honour by prime minister's office for generous contribution for rehabilitation against tsunami on 03/03/2005 [ref. No. 82(23784)/2004 PMF/89581/671939].
- Certificate of honour by Indian law academy for legal awareness and social justice on 10/04/1999 at Lucknow.
- Bharat Shiksha Ratan Award for excellence in education on field by global society for health and education growth on 14 Feb., 2011 at New Delhi.
- Rajeev Gandhi Sahityik Purshkar on 14 October, 2013 at Vigyan Bhawan, New Delhi, by President of India Shri Pranav Mukherji.

**13. Mr. Ashok Kumar,**

- Nominated by International Biographical Center as International Educator of the year 2012

**Department of Applied Physics**

**14. Dr. Sudhir Kumar**

- DAAD visiting Scientist fellowship in 2010 to Technical University, Ilmenau, Germany
- INSA- DFG Visiting Scientist fellowship in 2013 to Otto Von Guericke University, Magdeburg, Germany

**15. Dr. Archana Gupta**

- Recognised to visit Physics Department of Federal University of Ceara, Brazil from 2<sup>nd</sup> to 24<sup>th</sup> September, 2011 under the framework of the Indo-Brazil collaboration project

2.4.8 How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

Academic Staff Development Programmes	Number of Faculty
Refresher courses	07
HRD programmes	-
Orientation programmes	11
Staff training conducted by the university	26
Staff training conducted by other institutions	22
Summer / Winter schools, workshops, etc.	67

2.4.9 What percentage of the faculty have

- \* been invited as resource persons in Workshops/Seminars/Conferences organized by external professional agencies?  
50.44%
- \* participated in external Workshops/Seminars/Conferences recognized by national / international professional bodies?  
79.65%
- \* presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?  
75.22%
- \* teaching experience in other universities / national institutions and other institutions?  
19.46%
- \* industrial engagement?  
9.73%
- \* international experience in teaching?  
5.31%

2.4.10 How often does the university organize academic development programmes (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

All the Departments organise periodical programmes like seminars, workshops, conferences, symposia etc. for academic development of its faculty. Faculty members are also encouraged and deputed on duty to other universities and training institutes for undergoing such programmes including Refresher Courses/Orientation programmes conducted by Academic Staff Colleges of other Universities. Faculty of Engineering & Technology has organized several such type of activities under TEQIP programme.



#### 2.4.11 Does the university have a mechanism to encourage

- \* Mobility of faculty between universities for teaching?
- \* Faculty exchange programmes with national and international bodies?

If yes, how have these schemes helped in enriching the quality of the faculty?

The University permits and encourages faculty to accept invitations for delivering lectures as resource persons in specialized programmes in colleges, universities and research institutes within India and abroad. The university signs MoUs to facilitate interactive exchange of faculty with Universities abroad for the purpose of acquiring hands on experience of the recent techniques and developments in science and technology and keeping pace with the latest technological advancements in different fields. Thus, the faculty update and upgrade themselves by undergoing training through exchange programmes with institutions in various countries across the globe.

## 2.5 Evaluation Process and Reforms

#### 2.5.1 How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?

The detailed scheme of instruction, examination pattern and syllabi are available for all the courses on university website. Further, the students are briefed by the heads of the departments during orientation session regarding the examination pattern, and the methods of evaluation in the beginning of the academic year itself. Detailed information on end of the year / semester evaluation process is posted on the University website. The examination section very proactively responds to queries from all the stakeholders either through emails, telephones or other means.

#### 2.5.2 What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

- From the academic session 2012-13 the university has implemented semester system in all postgraduate courses of the campus. The continuous evaluation has led to improvement in learning by students and their punctuality in classes.
- From the session 2014-15, system of online examination form submission has been implemented for the courses of affiliated colleges also. Initiative is under way for the implementation of total e-governance for the successful conduct of examinations. This step has helped a lot in making the examination system automated, well managed, foolproof, and economic in terms of time and energy.
- OMR based answer sheets are being used since last several years for professional course Entrance examinations to avoid human error besides expediting the process.

- From the session 2013-14, coding of answer booklets of final examination in some of the courses (replacing roll number with a secret code – not to reveal the identity of student before the examiner) was made and cover pages were made OMR based. From the session 2014-15, answer booklets of all the university examinations (PG as well as UG) have become secret coded with OMR based cover page. This has helped in making the evaluation unbiased and facilitated in transferring data to computers quickly besides eliminating possibility of errors in manual data entry. The outcome is - fair copy checking and timely result declaration.
- The system of providing supplementary answer booklets in final examinations has been ended by making the single answer booklets of sufficient pages. This has made the system hassle free, leak proof and fair.

2.5.3 What is the average time taken by the university for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode / media adopted by the university for the publication of examination results (e.g. website, SMS, email, etc.).

The University declares the dates of the examination and declaration of results before the commencement of the year, and strictly adheres to that date. University follows the central evaluation system and the results are usually declared within 25 working days from the completion of the last exam. The result of the candidates is displayed on the notice board of the concerned Department/Dean's office. All university results are also made available on university website and students can access them by logging in their registration numbers.

2.5.4 How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

Evaluation process, from the appointment of paper setters to the result declaration, is confidential. Central evaluation system (only at the university campus) and coding of the answer scripts is done to ensure the maximum confidentiality. However, the copies of internal assessment examination are shown and made available to the candidates. University has a system of giving opportunity to all the students to see the answer scripts getting more than 80% marks. Moreover, after the declaration of result, any student can see his/her answer booklet (as per rules after completing all the procedural requirements).

2.5.5 Does the university have an integrated examination platform for the following processes?

- **Pre-examination processes** – Time table preparation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.
- **Examination process** – Examination material management, logistics, etc.
- **Post-examination process** – Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc.

The university has a well established integrated examination platform under the administrative control of Registrar alongwith Assistant Registrar (examination),



section incharge, Dean of concerned faculty and other support staff. This section systematically manages the entire examination process - from the process of time table generation to the process of certification,

2.5.6 Has the university introduced any reforms in its Ph.D. evaluation process?

Yes, in line with the UGC's new guidelines for maintenance of minimum standard for Ph.D. following reforms have been introduced -

- Comprehensive Entrance Exam
- Course work as mandated by UGC introduced in all faculties
- Mandatory training on research methodology to inculcate best practices in research
- Assessment of research progress every 6 months by departmental research committee
- Presubmission presentation
- Minimum one publication related with the topic of research in any Journal of repute with ISSN number has been made compulsory for thesis submission.
- Evaluation of thesis by minimum one examiner belonging to out of the State universities is to be compulsorily followed.

2.5.7 Has the university created any provision for including the name of the college in the degree certificate?

No. The name of the college is mentioned in the marksheet but not in the degree certificate.

2.5.8 What is the mechanism for redressal of grievances with reference to examinations?

Dean of the faculty takes care of redressal of the grievances related with internal assessment. University has an Examination Committee headed by the Vice Chancellor which considers the cases of grievances pertaining to end of the session examinations.

2.5.9 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.

In the university, Registrar executes all the duties of Controller of Examination and examinations are directly under the control of Registrar. There is also an Examination Committee headed by Vice Chancellor and comprising of Registrar, Deans, senior faculty members, and college principals, which takes every significant decision to streamline the examination system. The specific efforts made by the university in this connection have already been detailed in 2.5.2



## 2.6. Student Performance and Learning Outcomes

- 2.6.1 Has the university articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

University has articulated its graduate attributes in its mission and vision statements as follows:

“Developing fundamental intellectual skills in all its students and make them the effective contributors to society and the economy”

The attributes are also clearly articulated for each and every programme offered by the University and the course curricula have been formulated with the objective of developing these attributes amongst the graduate community. The teaching plan, pedagogical methods and tools used in teaching learning process facilitate proper execution of the program. Thus, the faculty works in accordance with the program objectives and outcomes are measured in the form of the clarity to the students on goal formulation and expectations from the programme. The success in placement is a measurable indicator for assessing the outcome of clarity in graduate attributes.

- 2.6.2 Does the university have clearly stated learning outcomes for its academic programmes? If yes, give details on how the students and staff are made aware of these?

The Board of Studies while designing a course programme clearly states the learning outcomes. The learning outcomes are stated for each course paper also. Each course has clearly mentioned its objectives in the curriculum and syllabus itself thus making students and staff aware of the learning outcomes after reading the particular course.

- 2.6.3 How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

Each and every academic department of the University develops teaching learning and assessment strategies as per the needs of the program. There is a blend of class room teaching, demonstrations, workshops, self-learning of the students, group learning, experimentation, field study, project, discussions and seminars, conduct of academic events, participation in competitions, etc. to achieve intended learning outcomes.

- 2.6.4 How does the university collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?

The teaching-learning activity is continuously assessed by the teachers through periodical class tests, assignments, sessionals, mid-semester evaluation and viva-voce component in all the practical examinations. Regular feedbacks are given to individual students to ensure the achievement of learning outcomes as stated in the course outline. Thus, the university has comprehensive and continuous evaluation system through which the students learning outcomes are evaluated and remedial measures are undertaken wherever there are problems in the students learning.



2.6.5 What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh/future challenges?

Some of the facilities related with the new technologies made available by the university through which teaching-learning has been made more dialogic, student-centric and beyond the class rooms are:

- Facilitating use of internet / online resources,
- Providing various software and databases (including e-journals).
- Motivating for digital resource sharing
- Encouraging for blended learning and E – Learning
- Creation of smart class rooms
- Creation of Central Research Lab
- Continuous Assessment procedure.
- Offering remedial coaching to the needy students

Feedback and suggestions given by the faculty members after evaluations facilitate to meet the future challenges. Thus, university thrives for constant upgradation of learning and evaluation strategies with the support from its dedicated faculty.



# Criterion 3

## Research, Consultancy & Extension

### 3.1 Promotion of Research

- 3.1.1 Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

University has a Research Degree Committee for each and every PG Department under the Chairmanship of Vice Chancellor, (convened by convenor BOS and members include two external experts, one internal expert) which addresses issues related to research. Few of the recommendations are enlisted below

- (i) Implementation of Ph.D. regulation 2009
- (ii) Minimum one publication prior to thesis submission
- (iii) Minimum 2 publications in last five years for
- (iv) PG teachers to be eligible as Research Guide

- 3.1.2 What is the policy of the university to promote research in its affiliated/ constituent colleges?

The University plays a pro-active role in encouraging colleges and college teachers to actively involve in research. The University grants recognition and permits colleges to conduct Ph.D and M.Phil programmes if the College/ Department meets the norms prescribed by the RDC. Provision of co-guidance with established guides encourages young faculty to begin their research work. Faculties in affiliated colleges are allowed to select supervisors from even other recognized research organizations.

The University departments involve teachers and students (PG, M.Phil. and Ph.D.) of affiliated colleges in most of its seminars/ conferences/ workshops and training programmes.

- 3.1.3 What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/ projects?

- \* advancing funds for sanctioned projects

The University acts in a proactive manner for the prompt release of funds for projects sanctioned by various funding agencies

- \* providing seed money

A research starter grant in the form of minor projects is given to new faculty members. This encourages them to plan their research work without having to think about the funding. The ideas and experience thus gained helps them to make major proposals to various funding agencies. Encouragement to obtain extramural project funding is given to all faculties.



- \* simplification of procedures related to sanctions / purchases to be made by the investigators  
Exclusive UGC section exists to implement major projects from UGC, DST, DRDO, State Government etc. without hassles. These are managed by Deputy Registrar. The monitoring of projects, sanction of advances, and settlement of bills and issue of the Utilization Certificates are handled by the Finance section and thus delay in implementing the project is avoided.
- \* autonomy to the principal investigator/coordinator for utilizing overhead charges  
Complete autonomy is available with the Principal investigators to take independent decisions and utilize overhead budgets for infrastructural development necessary for the execution of project.
- \* timely release of grants  
Sufficient administrative assistance is provided to support research. Purchase committee exists at the level of department, and the University, with clear procedural guidelines, taking independent decisions at different financial levels, thereby promoting transparency and accountability, without compromising the needs of the researchers for quick satisfaction of the project requirements.
- \* timely auditing  
At the Completion of project Principal investigator along with finance section submits final audit report and utilization certificate to funding agency in a time bound manner. The process of final audit is very smooth.
- \* submission of utilization certificate to the funding authorities  
Final audit report is submitted to funding agency by the Principal investigator and finance officer within the required period.

#### 3.1.4 How is interdisciplinary research promoted?

- \* between/among different departments /schools of the university  
The University with its diverse faculties and wide ranging specializations provides ample scope for interdisciplinary research. The interdisciplinary nature of some of the programmes offered by different departments resulted in the research activities even at the PG level. Seminars, symposia, workshops and conferences are organized by every department to foster and promote research initiatives across disciplines.
- \* collaboration with national/international institutes / industries.  
Modern research programmes are collaborative in nature, and most of the faculty research programmes involve academics from other institutions both national and international. Some of these collaborations are formalized, and are based on Memoranda of Understanding (MoU) or other agreements signed between the participating institutions. The M.J.P.Rohilkhand University has been identified as the only Indian partner to be part of center for Indo-Iranian studies that allows student and faculty mobility to Iran. An MOU to this effect has been signed between Ambassador of Iran Embassy and Vice Chancellor, MJPRU.  
  
Inter-Institutional collaborative projects within the country also exist. Department of Ancient History & Culture has collaboration with Prof. S.R. Walimbe and Prof. S.P.Goglekar, Deccan College, Pune

Department of Applied Physics has collaborations at individual level with Otto Von, Guericke University, Magdeburg, Germany; Julius Maximilian University, Wurzburg, Germany; University of Reading, U.K. and Uppsala University, Sweden.

Faculty of Engineering & Technology under TEQIP – II collaborates with several industries (TCS, Camphor & Allied Products, Bareilly; B.L.Agro Oils, Bareilly; Radico Khaitan Ltd. Rampur etc.) for to and fro visits and exchange of expertise.

- 3.1.5 Give details of workshops/training programmes/sensitization programmes conducted by the university to promote a research culture on campus. Workshops/Seminars/Conferences are conducted regularly to promote research culture in campus. During last five years, 04 International level, 29 national level seminar/conferences and a number of short term workshops have been conducted by various departments, promoting research culture in the campus directly or indirectly.

Status of Conference/ Workshop/ Seminar	2010-11	2011-12	2012-13	2013-14	2014-15
International	--	--	01	01	02
National	08	06	05	07	03
Regional	02	01	05	10	09

The detailed information regarding international conferences has been provided under 3.1.11 and regarding national and regional level events has been provided in the departmental profiles.

- 3.1.6 How does the university facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the university?

Persons of eminence are invited regularly to deliver lectures in frontier areas of various disciplines. The teachers and students are encouraged to interact with these eminent persons. The impact of these efforts enables to get new ideas and upgrade research activities.

Following is a list of some of the important talks and lectures delivered by learned visitors:

- Prof. Shalaby (Cairo, Egypt) delivered a lecture on Geriatric medicine in the Department of Animal Science in 2012.
- Prof. P. Bhardwaj, Deptt of ME IIT BHU, delivered a talk on “Ant Colony Optimization” on 20.09.2013.
- Dr. Lokendra Kumar of Department of Physics Allahabad University delivered a Lecture on ‘Next Generation Electronics: A focus on Organic Solar Cells’ on 13-01-2014.
- Dr. Praveen Kumar of IUAC New Delhi delivered a talk on “Synthesis and modification of materials with ion beams available at IUAC’ on 09.01.2014.
- Dr. Ranjan Kumar Singh, Deptt. of Physics, BHU, delivered a talk on “Raman Spectroscopy and its Applications” on 24.02.2014.
- Mr. Anand Upadhayay of TCS delivered a talk on Java/J2EE best practices on 15-04-2014.



- Prof. I.D. Mall of IIT Roorkee delivered a talk on Petrochemicals and refineries on 19-04-2014.
- Dr. A.K.Chatterjee, Prof. Deptt of EE, NIITTR delivered a talk on “SMART GRID” ON 14-06-2014
- Prof. Rajeev Ahuja from Upsala University Sweden delivered a talk on ‘recent advances in Physics’ on 18-06-2014
- Dr. A. K. Pratihari, Prof. Deptt. of ME Pantnagar University, delivered a talk on “Non Traditional Optimization Techniques in Engineering” on 27-09-2014.
- Dr. Gunter Urbasch, Prof. Phillips University Marburg Germany delivered a talk on “Terahertz activities in Marburg” on 26-02-2015.
- Dr. Abul Hasan Siddiqui, former Pro-VC AMU, delivered a talk on “Applications of wavelets in Science and Engineering” on 06-04-2015
- Dr. Pradeep Kumar Srivastava, Deputy Director CDRI Lucknow, delivered a talk on “Nano Technology” on 08-04-2015.
- Prof. K. M. Pandey, BHU, Varanasi delivered a lecture on Varieties of English(es) in India, May 2014
- Prof. Shrawan Kumar Sharma, Head, Department of English, Gurukul Kangri University, Haridwar, delivered a lecture on “Interpreting English Literature in the light of Indian Poetics”, April 28, 2014
- Dr. Rahatulla Khan delivered a lecture on “How to Study English” 6 June, 2012
- Prof. S.A. Hamid Head, Department of English, Kumaun University, Almorah, delivered a lecture on Indian English Literature, 30th Nov, 2012
- Dr. Darakshan Haidri, LBS Shastri College of Management and Technology, Bareilly delivered a lecture on “Management Skill”, 29th Aug. 2014.
- Prof. Shrawan Kumar Sharma, Head, Department of English, Gurukul Kangri University, Haridwar, delivered a lecture on “Interpreting Dhwani in Indian Poetics”, June 2, 2015
- Prof A.K. Awasthy, Former Head, Department of English, H. S. Gaur Sagar University, Sagar delivered a lecture on “Translation an art or Science: With eference to Wordsworth’d Deffodils and Coleridge’s Kubla Khan”, July 20-21st, 2015

#### **Memorial Lectures:**

- **Prof. J.N. Rai Memorial Lecture:** In the Department of Plant Science, three memorial lectures were delivered in 2011, 2012 and 2013 by Prof. S.P. Khuller, Chandigarh, Prof. M. Anis, Aligarh, and Dr. U.C. Lavania, Lucknow, respectively.
- **Prof. H.S. Srivastava Memorial Lecture:** In the Department of Plant Science, three memorial lectures were delivered in 2011, 2012 and 2013 by Prof. Arun Arya, Vadodara, Prof. A.K. Jain, Gwalior and Prof. D.K. Maheshwari, Haridwar, respectively.
- **Munna Lal Memorial Lecture:** Department of Ancient History & Cululture organizes this lecture series and invites every year eminent historians from the country for it.

- 3.1.7 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization. Although there is no head as 'Research' in the university budget, the financial provisions to facilitate research are ample under various heads such as books/ journals, equipments, seminar/ workshops, infrastructure, and departmental grants. These heads are specified in the central budget as well as departmental budgets. Utilization certificates are provided for specific projects. In rest of the cases, finance section of the university takes care of utilization certification.
- 3.1.8 In its budget, do the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.  
There is no separate budget for promoting research in affiliated colleges. However the infrastructural facilities available in the campus are made available to Affiliated Colleges.
- 3.1.9 Does the university encourage research by awarding Post Doctoral Fellowships/Research Associate ships? If yes, provide details like number of students registered, funding by the university and other sources.  
Research Associateship is offered to students under the specified projects sanctioned by funding agencies.
- 3.1.10 What percentage of faculty has utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars? Approximately 5-10% of the faculty has utilized sabbatical/study leave for higher studies leading to M.Tech. and/or Ph.D. degree. The details are enlisted below:

S. No.	Department	Number of teachers availed Sabbatical/ Study leave
1.	Computer Science & Information Technology	02
2.	Mechanical Engineering	01
3.	Applied Chemistry	01
4.	Pharmacy	01
5.	Electrical Engineering	01
6.	Electronics & Instrumentation	02

Apart from above mentioned teachers, some of the teachers have availed study leave to visit foreign Universities for 1-6 months to upgrade their existing knowledge and to apply it at the host institution. The knowledge gained by these teachers during the period of study has enabled them to generate new ideas and could start innovative research independently.

- 3.1.11 Provide details of national and international conferences organized by the university highlighting the names of eminent scientists/scholars who participated in these events.  
The University departments organize national/International seminars/ conferences/ workshops etc., regularly where eminent scholars from various disciplines are being invited to deliver talks in frontier areas. The University





always bears the local hospitality expenses for such visitors. A few of the foreign visitors are enlisted below:

1. Prof Jean Marc Saiter, University of Rouen, France
2. Prof. Rajeev Ahuja, Uppsala University, Sweden
3. Prof. Ashutosh Dixit, Cleveland University, USA
4. Prof. Arnulf Materny, Jacobs University, Germany
5. Dr. Sanjeev Kumar Gupta, Michigan University USA
6. Prof. Sylvia Turrell, University of Lille L. France
7. Prof. Rameshwar Adhikari, Tribhuvan University Kathmandu Nepal
8. Prof. James R. Cheeseman, Gaussian Inc. Wallingfrod , CT. USA
9. Prof. C.R. Chen, Kunshan University Taiwan.
10. Dr. Gunter Urbasch, Prof. Phillips University Marburg Germany
11. Mr. Syed Mehdi Nabizadeh, Ambassador of Iran in India.

International level Conferences/ Seminars oraganized during last five years are detailed below. Rest have been detailed in departmental profiles.

S. No.	Title	Collaboration/ Funding	Details of Outstanding Participants
1.	International Conference on Recent Trends in Climatic Change Researches vis-vis Biodiversity', Dec. 3-4, 2012.	Govt Of UP, DBT, Dept. of Earth Sciences, ICMR, DST, DRDO	Prof. Gundu H. R. Rao, emeritus Prof. Minnesota, USA; Prof. Ramesh D Gulati, Netherlands; Prof S. I. Shalaby, National Research Centre Cairo Egypt; Dr.Molalegne Bitew, visiting scientist from Ethiopia, IVRI Bareilly; Dr.Belaynch Getachew Mekele Univ Ethiopia
2.	International Seminar on 'Recent Trends in Material Science (RTMS-13)', Nov 23, 2013	World Bank and Government of India under TEQIP	Prof. A. Materny, Jacobs University Germany; Dr. Vikas Kumar, Politecnico Milan Italy; Dr. Sanjeev Kumar Gupta, Michigan University USA; Er. Deepak Kumar Agarwal , ISRO India ; Prof. K Ramamurthy, SRM University Tamilnadu,
3.	International workshop on 'Futuristic materials characterization properties and application technology (FMCPAT-14)', July 17-22, 2014.	World Bank and Government of India under TEQIP	Dr. J.R.Cheesman, Gaussian Inc. Wallingfrod, CT. USA; Prof. Sylvia Turrell, University of Lille L. France; Dr. Rameshwar Adhikari, Tribhuvan University Kathmandu Nepal; Prof. Sangam Banerjee , Saha Institute of Nuclear Physics Kolkata
4.	International conference on 'Academic research in engineering management and information technology' Feb 21-23, 2015	World Bank and Government of India under TEQIP	Mr. Rajesh Chandra, Principal Technical Education UP., Prof. Vikram Kumar, Former Director NPL., Prof. Mushahid Hussain, VC MJP Rohilkhand University Bareilly, Dr. Anupam Shrivastava, Vice-Chancellor IFTM University Moradabad, Prof. Ashutosh Dixit Cleveland University USA., Prof. M.P. Gupta IIT Delhi., Prof. Harsh, DRDO Delhi., Prof. Sudhir Kumar IEC Ghaziabad.

## 3.2 Resource Mobilization for Research

3.2.1 What are the financial provisions made in the university budget for supporting students' research projects?

Most of the courses in the University have a strong research orientation, with small research projects forming an integral part of the training of post-graduate students. The University also offers Ph.D. and M.Phil programmes. Admissions to these programmes are made normally in July-October through an eligibility test. The research progress of the scholars is monitored by RDC at the University level. In some of the departments, students are also given travel grant to participate and present papers in international conferences.

3.2.2 Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

University always encourages and motivates its faculties to take up research projects in innovative areas. Specifically, a Central Research Laboratory has been recently established in the campus which will facilitate production of some innovations and their patenting thereof.

3.2.3 Provide the following details of ongoing research projects of faculty:

### List of Ongoing Research Projects in 2015

	Year-wise	No.	Name of the project	Name of the funding agency	Total grant received
<b>Minor projects</b>	2010-11 to 2014-15	1.	A study of organizational role stress, work alienation and copying styles among higher education teachers	UGC	1.35 Lacs
		2.	Relevance of socio-ethical and political aspects of Mahabharat and Republic of Plato	UGC	1.0 Lacs
<b>Major projects</b>	2010-11 to 2014-15	1.	Centre of Excellence Award for Museum Development	State Govt.	14.0 Lacs
		2.	Development Of Numismatic research Lab	State Govt.	10.0 Lacs
		3.	Centre of Excellence award for Human Development Research	State Govt.	8.34 Lacs
		4.	Impact of Seasonal Variations and pollution load on aquatic environment and fish farming at micro level in different aquatic zones of river Ram Ganga	UPCAR	18.0 Lacs
		5.	Microwave assisted synthesis of polymer silica composites	UGC	9.16 Lacs

			for enzyme mobilization studies		
		6.	Electronic and optical properties of transparent conducting Oxides (TCO) and its alloys: an ab initio study	DST	34.14 Lacs
		7.	Quantum chemical calculations on molecular structure and spectroscopic studies of some biomolecules	UGC	11.21 Lacs
		8.	Microbial remediation of heavy metals form water and soil systems of Bareilly	State Government	6.8 Lacs
		9.	Centre of Excellence award for Centre for disability studies	State Govt.	39.5 Lacs
		10.	A study of dropout of girl child in Uttarakhand	UGC	3.97 Lacs

3.2.4 Does the university have any projects sponsored by the industry/ corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

Some of the departments in university have linkages with industry. Although sponsorship of projects from the industry is yet awaited, some industry – institution interaction workshops for the benefit of students and faculty have been organised by the Faculty of Engineering & Technology from the grants received under TEQIP – II from the World Bank, in which expertise of the persons related with various industries have been utilised. Details are as follows:

#### Industry – Institute Interaction Workshops

SN.	Date	Branch	Speaker	Affiliation
1.	24.10.2013	Electronics & Communication	Mr. Harit	Senior Design Engineer Cadence design system, Greater Noida
			Dr. R.C. Srivastava	MD. Withimax Pharmaceuticals Bareilly
			Mr. Mukesh Kumar	AE Doordarshan Bareilly
			Mr. G.P.S Narayan	IES, Sr. Divisional Safety Officer Izzatnagar
2.	25.10.2013	Electrical Engineering	Mr. B.S. Bajwa	Rtd. General Manager (Electronics & Instrumentation) IFFCO, Aonla, Bareilly
			Mr. D.K. Tyagi	Chief Engineer, Military Engineering Services, Bareilly
			Mr. M.K. Singh	Sr. Divisional Engineer IES/IRSEE Indian Railway, Bareilly
			Mr. Pradeep Singh	Kribhco, Shahajanpur

3.	26.10.2013	Electronics & Instrumentation	Mr. Dinesh Kumar Gola	Manager, GAIL TEL, Bareilly
			Mr. R.K. Dureja	DGM, Instrumentation & Electrical deptt. TATA Chemical Ltd., Babrala
			Mr. Mohd Shuza	Sr. Engineer GAIL Aonla
			Mr. Hira Lal Yadav	Sr. Manager (Instrument Deptt.) IFFCO, Aonla, Bareilly
4.	27.10.2013	Mechanical Engineering	Mr. J.K. Varshney	Rtd. DGM, Iffco Aonla, Bareilly
			Mr. Gaurav Kumar Singh	Sr. Divisional Manager, IES/IRSME, Mechanical Engineering/Diesel
			Mr. Manoj Kumar Vishwas	Chief Workshop Manager, Railway
			Mr. R.C. Maheswari	Vice President Bashudev Manufacturing Company Ltd. Delhi
5.	28.10.2013	Computer Science	Mr. Ashish Upadhyay	IET Analyst, TCS
			Mr. Vishal Seth	Tata Consultancy Services, Lucknow
			Mr. Deependra	Tata Consultancy Services, Lucknow
6.	29.10.2013	Chemical Engineering	Mr. Prem Prakash Gupta	Chairman, PPGIET
			Mr. Rakesh Puri	Jt. GM, IFFCO Aonla
			Mr. Anil Dhawan	Sr. Manager, Century Mills, Lalkuan
			Mrs. Sushanshi Agarwal	Asst. Manager, KRIBCO, Shahjahanpur

- 3.2.5 How many departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.
- The efforts of faculty members of the departments have fetched 02 major institutional projects in which all the faculty members are involved. Faculty of Engineering & Technology received a grant of Rs 10 Crores under TEQIP-II sponsored by World Bank.
  - A grant of Rs 20 crores has been sanctioned by the MHRD, New Delhi under RUSA for overall development
  - Five Departments have been recognized as Centre of Excellence and received grant from state government worth approximately Rs. 201.09 Lacs; The details are as under:
    - Department of Animal Science: 80 Lacs
    - Department of Plant science: 49.25 Lacs



- (iii) Department of Ancient History & Culture: 24 Lacs
- (iv) Department of Applied and Regional Economics: 8.34 Lacs
- (v) Department of B.Ed. / M.Ed. : 39.50 Lacs

### 3.2.6 List details of

- a. research projects completed and grants received during the last four years (funded by National/International agencies).

#### List of Completed Research Projects during 2010 - 2015

	Year-wise	No.	Name of the project	Name of the funding agency	Total grant received
<b>A. University awarded Projects</b>					
	2008-11	1.	Decontamination of heavy metals from soil and water through phytomediation plants	University	10.0Lacs
<b>B. Other agencies- national and international</b>					
<b>Minor projects</b>	2010-11 to 2014-15	1.	Transfer of Vermi Technology : from lab to land	NABARD	1.0Lacs
		2.	A social legal study on the role of media in the protection and promotion of human rights with reference to state of U.P.	State Government	1.5 Lacs
		3.	Comparative investigation of surface integrity and Microstructural details of different grades of fibre reinforced polymer composites used in critical aerospace applications of abrasive water jet cutting	UGC	0.81 Lacs
		4.	Quality assessment of primary education	AIU, N. Delhi	1.25 Lacs
		5.	Design and development of e-modules on teaching skills for higher education teachers	UGC	1.4 Lacs
		6.	Performance improvement of secret image sharing scheme.	UGC	1.10 Lacs
		7.	Quality assessment of Intellectual Information available on Internet	UGC	0.90 Lacs
		8.	Analytical Modeling of Laser Diodes for Gas Sensor Instrumentation and Free Space Optical Communication in Mid-infrared (2-5µm) Spectral Region.	UGC	0.70 Lacs

		9.	Circuit modelling and performance analysis of single walled carbon nano tubes for the application of the future VLSI interconnects	UGC	0.70 Lacs
		10.	Effectiveness of language laboratory as diagnostic and remedial intervention for developing communicative skills among students	UGC	1.45 Lacs

<b>Major projects</b>		1.	Urbanization and Environmental degradation	UGC	6.0 Lacs
		2.	Genetic and molecular impact of Climate Change on aquatic Biota	State Govt.	80.0 Lacs
		3.	Design and synthesis of angiotensin converting enzyme inhibitors as antihypertensives	UGC	8.8 Lacs
		4.	Electronic and optical properties of chalco pyrite compounds: an ab initio study	DST	14.2 Lacs
		5.	Optical properties of N- based semi conductors and its alloys	DRDO	22.44 Lacs
		6.	Studies on the effect of EDTA and Citric acid on the phytomediation efficacy of brassica juncea	UGC	5.0 Lacs
		7.	Development of waste utilization technology and production of industrially important enzymes	State Govt.	49.25 Lacs
		8.	The socio economic impact of internet policy in India	CGCS, Univ. of Pennsylvnia, USA	5000 USD
		9.	Use of online social networking sites by Indian youth	ICSSR	2.66 Lacs
		10.	Modelling of Injection Laser Diodes for Free space optical Communications in mid infrared (3-5 $\mu$ m) spectral region	FAST scheme, DST, SERC	6.3 Lacs
		11.	Computer simulation of long wavelength vertical cavity surface emitting Lasers (VCSELs) for optoelectronics applications	UPCST	8.76 Lacs



		12.	Localization of nitric oxide synthitase and role of nitric oxide in ovarian steroidogenesis and maturation in a catfish <i>H. fossilis</i>	DST	28.87 Lacs
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b. Inter-institutional collaborative projects and grants received

(i) All India collaboration: NIL

(ii) International: NIL

### 3.3 Research Facilities

3.3.1 What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines? Research infrastructure in the University undergoes a constant process of up gradation to cater the current research needs. Some concrete efforts in this direction are as follows:

- Establishment of Central Research Lab
- Addition of sophisticated and modernised equipments - GCMS, atomic absorption spectroscopy, Electron Microscope etc.
- Provision of separate computers enabled with internet access for individual faculty
- Upgradation and removal of obsolescence of Computer Centre through purchasing of high performance computers
- Making of whole campus Wi – Fi enabled (under process)

3.3.2 Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.

Yes, the University has a Central Library where various Journals and Reference Books are procured and constantly upgraded. Library is well equipped for on line support to learners through access to e-books and e-journals subscribed through INFLIBNET (under Digital Library Consortium).

3.3.3 Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?

University is in the process of starting research work in its Central Research Lab with all the sophisticated instruments for the benefit of researchers of the campus as well as affiliated Colleges. All the facilities related with USIC will be available under the umbrella of this lab.

3.3.4 Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?



Yes, adequate hostel facilities are available to research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international).

- 3.3.5 Does the university have a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes?

Yes, University has created a central research lab in its premises to address the special challenges of research programme.

- 3.3.6 Does the university have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

- (i) Centre for Indo – Iranian Studies – Imparting teaching on Persian Language and Culture. The centre has an impressive library of books/ pictures/ CDs etc.
- (ii) A fully established centre for Vermicular and Vermi compositing has been created for the benefit of farmers in the Rohilkhand region. Researchers are welcomed to pursue research in this particular area.
- (iii) A centre for disability studies also exists which is sponsored by state Government, which supports disabled persons and help them in their rehabilitation.

Besides these, Departments of Animal Science, Plant Science, Applied Physics, Applied Chemistry, B.Ed./M.Ed. and Engineering Departments are also equipped with sophisticated laboratories which are used by researchers from this university as well as by others.

### 3.4 Research Publications and Awards

- 3.4.1 Does the university publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

1. A Magazine entitled “Vermiculi” is published by Department of Animal Science (ISSN Number: 0974- 9152); published by secretary, SEEER, Bareilly; Editor : Dr. S.M.Singh
2. A Journal entitled “Indian Journal of Drugs” is published by Department of Pharmacy.  
It is a peer reviewed Journal and is having ISSN number (ISSN number 2348-1684) Editor-in Chief: Dr. Kamal Kishore Maheshwari Associate editor: Dr. Shobhna Singh Editorial board members: Dr. Pawan Krishnan, Dr. Kumkum Mathur Dr. S.K.Panday, Dr. Ranjit Singh, Dr. N.A. Siddiqui, Dr. S.S. Sisodia, Dr. Sokindra Kumar, Dr. Sunil Sharma, Dr. K.C. Singhal Dr. D.D. Santani, Dr. Govind Mohan, Dr. Vijendra Singh, Dr. Arindam A.Paul, Dr. Shah Alam khan
3. ‘Aitihya’ journal of history, culture and archaeology is published by Department of Ancient History & Culture. Editor: Prof.A.K.Sinha.



4. 'Mitra' is another journal related with the Indo Iranian culture and history, recently started by Department of Ancient History & Culture in the editorship of Prof. Abhay Kumar Singh.

3.4.2 Give details of publications by the faculty:

- \* Number of papers published in peer reviewed journals (national/ international)

592 (International: 271, National: 321)

- \* Monographs 14
- \* Chapters in Books 179
- \* Books edited 20
- \* Books with ISBN with details of publishers 29
- \* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, etc.)
- \* Citation Index – range / average
- \* SNIP 0.4-2.5
- \* SJR 0.3-2.7
- \* Impact Factor – range / average 0.3-5.0\*
- \* h-index 56

\* Detailed information is available in departmental profiles.

3.4.3 Give details of

- \* faculty serving on the editorial boards of national and international journals  
Many of the faculty members are serving as members of editorial boards of national/international journals
  - Chief Editor : 4 Members
  - Editorial Board Members (International journals) : 6 Members
  - Editorial Board Members (National journals) : 17 Members
- \* faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies  
University has organised four international seminars / conferences during last four years and most of the faculty members of the university serve as member of steering committee in these events.

3.4.4 Provide details of

- \* Research awards received by the faculty and students  
Many of the faculty members have been conferred with various prestigious awards. A total of approximately more than 40 awards have been received

by the faculty members which include Commonwealth Academic Fellowship award, Rajiv Gandhi Excellence in Education Award, Platinum Jubilee award, Best Scientist Award, Vigyan Ratna award, given by U.P. State government to an eminent scientist every year, etc.

- \* National and international recognition received by the faculty from reputed professional bodies and agencies
  - International Recognition : 5 faculty members
  - National Recognition : 9 faculty members
  - Membership of professional bodies: Most of the faculty members have been nominated as members/Life members of prestigious professional bodies such as Indian Science Congress, Chemical Research Society of India, Indian Botanical Society, All India Association of English Teachers, Indian Association of Teacher Educators, etc.

Details about awards / recognitions have already been provided in 2.4.7

3.4.5 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in *Shodhganga* by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access?

1. M.Phil degree is awarded by two departments namely department of Ancient History & culture and Applied & Regional Economics with an intake of 15 students every year. On an average each faculty guides 3 students per year.
2. Due to delay in adoption of Ph.D. regulation- 2009 by the State Government no Ph.D admission could be made by the University in last four years. Now the university has played a proactive role by admitting Ph.D. students from the session 2014-15 where each faculty is entitled to guide Ph.D. students as per UGC norms.
3. The University has yet to participate in *Shodhganga* by uploading the Ph.D. theses with INFLIBNET for electronic dissemination through open access. However all the submitted thesis are made available on the University website as mandatory requirement for thesis submission and award.

3.4.6 What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

Guides and the candidate in case of Ph.D. research work and authors in case of research papers take every possible precaution to avoid plagiarism before submitting the manuscript. However, university is in the process of framing an official policy in this regard.

3.4.7 Does the university promote interdisciplinary research? If yes, how many interdepartmental / interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?

The departments of the University are of diversified nature and thus possessing ample scope for interdisciplinary research. The interdisciplinary nature of some



of the programmes offered by different departments resulted in the research activities even at the PG level. In most of the cases, projects running in different departments require expertise, support and infrastructural facilities available in other departments. The sophisticated equipments available in one department are made available easily to other departments also and for that departments/units/staff acts as a team.

1. The Atomic Absorption Spectrophotometer installed in department of Plant Science is available to all researchers in the University as well as affiliated Colleges.
2. FTIR and HPLC etc available in Pharmacy department are available to all user departments
3. The softwares in computer science can be used by any of the departments for research work

3.4.8 Has the university instituted any research awards? If yes, list the awards.

Under Planning

3.4.9 What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

The University has always made positive efforts to carry out high quality research. It continues to support and enhance this tradition in all its departments and affiliated Colleges. Every member of the faculty is encouraged to engage in research activities, and is supported in planning and executing research projects, right from the stage of making project proposals, obtaining project funding, and reporting and presenting the results. Administrative structures and procedures that reflect this philosophy are in place, and changes to these are made to enhance their effectiveness, as and when necessary. The University has adopted the 'UGC Regulations for Ph.D. [2009]' in the Ph.D regulations of M. J. P. Rohilkhand University from the year 2014.

The University's focus on research achievements is evident from the fact that it is made clear to all the faculty right from the beginning. Apart from the statutory requirements, recruitments and subsequent promotions are always made on the basis of research achievements of the faculty. The existence of such criteria, along with a general atmosphere of respect and honour for research achievements by faculty in the University has enabled University to apply it as one of its core strengths.

The University also provides variety of research facilities such as Animal House, Botanical Garden, Panchal Museum, Computer Centres, Specified Laboratories, and other essential infrastructural facilities.

### 3.5 Consultancy

3.5.1 What is the official policy of the university for structured consultancy? List a few important consultancies undertaken by the university during the last four years.

There is no structured policy at the University level for consultancy. Most of the consultancy services are being provided at individual level by the faculty as per expertise

1. Consultancy services are being provided by the department of Animal Science for vermicular composting and organic farming. It has direct benefit to the farmers of Rohilkhand region.
2. Centre for Disability Studies provides special education/ rehabilitation diagnostics services and also does parent counseling for problem behaviour and learning difficulties of their children.
3. Department of Applied and Clinical Psychology provides consultancy for socio – psychological well being.
4. In its ‘Legal Cell’, Department of Legal Studies provides free of cost legal counseling services to under privileged villagers in the nearby area.
5. Health care centre provides necessary services for health awareness.
6. There is a University employment bureau, which provides consultancy regarding employment opportunities to the students.

3.5.2 Does the university have a university-industry cell? If yes, what is its scope and range of activities?

The University has created a separate Training & Placement Cell headed by one senior faculty who constantly remains in touch with various industries and takes care of students’ industrial training and possible placements.

Under TEQIP – II scheme, Faculty of Engineering and Technology has performed several activities for Industry Institution Interaction like conduction of workshops and talks by inviting experts from the industries; visits of students and the faculty to the industries, etc.

Time to time, Department of Business Administration also invites managers and experts from the industries to deliver the lectures.

3.5.3 What is the mode of publicizing the expertise of the university for consultancy services? Which are the departments from whom consultancy has been sought?

Most of the consultancy services are offered at individual level by the concerned faculty and mode of publicizing is decided by the concerned faculty himself.

3.5.4 How does the university utilize the expertise of its faculty with regard to consultancy services?

Most of the consultancy services are rendered at individual level by the concerned faculty. No defined policy for utilizing the expertise of its faculty for consultancy services exists at university level.

3.5.5 List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.

Broad areas of consultancy are:

- Vermiculture composting and organic farming
- Rehabilitation of disabled children



- Personal socio – psychological counseling
- Vocational / career counseling
- Legal Consultancy

No revenue has been generated out of these services as all these services are rendered free of cost.

### **3.6 Extension Activities and Institutional Social Responsibility (ISR)**

3.6.1 How does the university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience during the last four years.

The social responsibilities are an integral part of all types of activities of the University. Apart from the academic activities, such responsibilities are extended and expanded by significant outreach programmes. Following are the programmes undertaken by different departments of the University towards this end:

- Awareness Campaigns: The University organizes special programmes on all important days like World Environment Day, World Population Day, International Women's Day, AIDS Day, Human Rights Day, etc.
- Blood Donation Camps are organized.
- Environmental Education/ Social Forestry/ Awareness on Prevention of Pollution
- Tree Plantation Programmes.
- Population & Family Life Education/ health issues especially in rural areas
- Awareness on Literacy & Life Long Learning
- Rural development programmes,
- Awareness Program on Self-Employment & Job Training
- Rallies and campaigns on social issues,
- Issues concerning special and differently challenged students.
- Free of cost agricultural, legal, rehabilitation, personal and vocational counseling by the concerned departments.
- Organization of Seminars, Workshops, etc. on social themes and issues like drug abuse, alcoholism, smoking, female infanticide etc.
- Radio and TV talks

These programmes are generally successful in sensitizing the students, faculty members, employees for social responsibility.

3.6.2 How does the university promote university-neighbourhood network and student engagement, contributing to the holistic development of students and sustained community development?

The University promotes University-neighbourhood net work and student engagement, contributing to holistic development of students engagement through various activities. Few of these are enlisted below:

- Through NSS and NCC
- Through intra and inter university sports
- Through youth festival
- Through cultural events
- Through community awareness programmes
- Through camps and rallies

Community participation through variety of activities results in the development of university-community networking, university-school networking which provides realistic community experiences to the faculty members and students. Thus it becomes easier to connect the curricular content with the grass root level experiences.

3.6.3 How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programmes?

The student of the Campus as well as affiliated colleges are registered in NSS and NCC. They attend various Camps organized by the University and at the completion of academic sessions they are issued a certificate. The NSS and NCC participants are directly benefited at the time of admission where NSS and NCC participants get some weightage points.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

The university has always been very sensitive to ensure social justice and to empower the underprivileged and vulnerable sections of society.

- The Department of social work has framed its curriculum to focus on underprivileged sections and marginalized groups of society having emphasis on women empowerment and gender discrimination. It targets the social issues and extension education. During last three years the students have explored the following area:
  - (i) Awareness about Health and Hygiene
  - (ii) School dropouts and Remedial Education
  - (iii) Working conditions of Child Labour
- The Department of Legal Studies has established a legal cell that provides free counselling to underprivileged villagers residing in nearby area.
- The faculty and M.Phil. scholars of Department of Applied and Regional Economics have been deeply involved in research and extension work related to vulnerable and underprivileged sections of society precisely focusing on minority issues, rehabilitation of land acquisition affected farmers etc. The nature of involvement includes participatory action, research and intervention as per the specific need of the target group.





3.6.5 Does the university have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?

The university consistently makes rigorous efforts to augment activities, which promote citizenship roles. In the curriculum of B.Ed. and Masters of Social work, it is compulsory for students to participate in week long community awareness programme. During this period they visit the nearby villages and create awareness about various social issues. Other informal procedures to generate better citizenship qualities in students are:

- (i) Blood donations camps are organized
- (ii) Poster campaign on Saving girl child
- (iii) Campaign on cleanliness drive

The records pertaining to students involvement in social movements which promote citizenship roles are procured.

3.6.6 Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.

Students inculcate humane values and get transformed in to better citizen. They acquire managerial skills, soft skills, stress management skills etc.

3.6.7 How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.

Following the principles of participatory, the university ensures maximum participation by the society in collaborative activity.

- The Department of social work during field visits, encourages youth in sensitizing towards social cause.
- Department of Applied and Clinical psychology provides free consultation to the patients from mental hospital.
- Department of Applied and Regional Economics has sensitized farmers against the land acquisition and worked in their welfare.
- Department of Legal Studies ensures the involvement of villagers in nearby areas for resolving their problems related with legal issues.

3.6.8 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

Faculty members indulged in rendering their services to the society are felicitated time to time by different social organisations, NGOs, and alike. Recently, one of the faculty member from Department of Applied and Regional Economics has been felicitated by All India Progressive Women's Association for working for the cause of farmers.

### 3.7 Collaboration

- 3.7.1 How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?

Modern research programmes are collaborative in nature, and most of the faculty research programmes involve academics from other institutions both national and international. Some of these collaborations are formalized, and are based on Memoranda of Understanding (MoU) or other agreements signed between the participating institutions. The M.J.P.Rohilkhand University has been identified as the only Indian partner to be part of centre for Indo-Iranian studies that allows student and faculty mobility to Iran. An MoU to this effect has been signed between Ambassador of Iran Embassy and Vice Chancellor, MJPRU.

Inter-Institutional collaborative projects within the country also exist. Department of Ancient History & Culture has collaboration with Prof. S.R. Walimbe and Prof. S.P.Goglekar. Deccan College, Pune

Department of Applied Physics has collaboration at individual level with Otto Von, Guericke University, Magdeburg, Germany, Julius Maximilian University, Wurzburg, Germany, University of Reading, U.K. and Uppsala University, Sweden.

These collaborations have enabled the faculty to upgrade their knowledge and generate new ideas for quality research.

- 3.7.2 Mention specific examples of how these linkages promote

- \* Curriculum development  
Exposure to nationally renowned persons helps in curriculum development by upgrading the syllabi through BOS
- \* Internship: NA
- \* On-the-job training:  
Yes, industry and university linkage smoothens industrial training to B.Tech. students.
- \* Faculty exchange and development:  
Yes, Collaboration have made faculty exchange and development more effective
  - (i) Dr. Sudhir Kumar visited Germany under INSA faculty exchange programme
  - (ii) Dr. Asha choubey visited Hungary under indo-hungarian exchange programme of UGC
  - (iii) Dr.Pradeep Kumar Misra visited France under Indo-French Social Scientist Exchange Scholarship by FMSH, Paris and UGC, India
- \* Research:



These collaborations have led to produce quality research output.

\* Publication:

Collaborations led to improve the quality of publications.

\* Consultancy: NA

\* Extension: NA

\* Student placement:

Yes, industrial visits in the campus have led to better placement of B.Tech. B.Pharm. and M.Sc. students.

\* Any other (please specify)

3.7.3 Has the university signed any MoUs with institutions of national/international importance/other universities/industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?

- The M.J.P.Rohilkhand University has been identified as the only Indian partner to be part of center for Indo-Iranian studies that allows student and faculty mobility to Iran. An MoU to this effect has been signed between Ambassador of Iran Embassy and Vice Chancellor, MJPRU.
- Department of Applied and Clinical Psychology has collaborations with Mental Hospital, Bareilly through State Government. Under such linkage Psychological Testing such as I.Q. and personality assessment has been provided to the patients referred by Mental Hospital, Bareilly, without revenue. Students and staff participate in different activities such as Alzheimer's day, Mental Health week and Mental Health day arranged by Mental Hospital Bareilly. All these activities open new vistas of research for the concerned students.
- Department of Animal Science collaborates with Indian Veterinary Research Institute, Izatnagar, Bareilly which facilitates sharing of resources and expertise enriching the research and developmental activities.

3.7.4 Have the university-industry interactions resulted in the establishment/creation of highly specialized laboratories / facilities?

Not yet



# Criterion 4

## Infrastructure & Learning Resources

### 4.1 Physical Facilities

The University has a spacious campus spread over 206.7 Acres. It has a majestic administrative block, a big examination building, 20 building for the teaching and research departments, a Central Library Building, Central research laboratory Building, an open Sports Complex, a Gymnasium Building of International Standards, a Multi-purpose Conference Hall, a sprawling Guest House, Girls' Common Room, Nehru Bhawan, five Boys' and two Girls' Hostels, Students' Canteen, Play Grounds, Quarters for officials, Residential Units for teaching and non-teaching staff. The University has separate buildings for Bank, Post Office, Manoranjan Kendra, Employment Bureau, Student Union, Dean Students' Welfare and Museum. There is provision of adequate physical and academic support resource facilitates, smooth teaching learning and research, co-curricular and extra-curricular activities, extension services and examination thereof.

4.1.1 How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

- Planning for adequate physical infrastructure is made on five year plan basis, the new courses to be introduced as per the requirement of the job market. Proposal for construction of required physical infrastructure is submitted to the University Grants Commission and the building projects are executed upon receiving approval and funds from the Commission.
- The centralized facilities are created at the campus level and shared by the various departments.
- The University regularly monitors requirement, availability, and optimum utilization of physical infrastructure through various committees.

4.1.2 Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

Yes, the creation and enhancement of infrastructure is done through 5-Year Plans. However University finalizes budget on yearly basis by finance committee in which new proposals may be accepted in mean time. A concept of central laboratory in the university has been established for which building constructed and equipments are under process of purchase.

4.1.3 How does the university create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

Being the state university there are no separate funds at university level however the teachers /researchers generate a fund from various central agencies viz.,



DST, DBT, MoES, MoEF, UGC, CSIR, ICHR, DRDO, ISRO and state funding agencies likeUPCST. In five year plan also fund received from UGC for instrument etc are utilized for the purpose. For computational work every teacher is provided computer, printer & UPS separately in addition to central computer lab and library web service.

- 4.1.4 Has the university provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

Yes.

- 4.1.5 How does the university ensure that the infrastructure facilities are disabled-friendly?

As basic requirement for the differently abled students every building in University has ramps & railings, and special toilet facility. Disabled students are provided with the complete assistance in examinations and their mobility.

- 4.1.6 How does the university cater to the requirements of residential students? Give details of

- \* Capacity of the hostels and occupancy (to be given separately for men and women)

Girls' Hostel (02) with total capacity of 410 students - 86% Occupancy

Boys' Hostels (05) with total capacity of 1000 students - 77% Occupancy

- \* Recreational facilities in hostel/s like gymnasium, yoga centre, etc  
The university hostels are well equipped with common lounge, provided with television, board games, newspapers/magazines, and centralized facilities for basketball, volleyball, badminton and table tennis. Well equipped gymnasium is also available in the campus.

- 4.1.7 Does the university offer medical facilities for its students and teaching and non-teaching staff living on campus?

Yes, a small Health Centre is in the campus for the basic need. The centre is run by a Doctor appointed on contract basis, in addition to this University have MOU with nearby Rohilkhand Medical College for subsidized services that also provides all other necessary facilities.

## 4.2 Library as a Learning Resource

- 4.2.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/user friendly?

University Central Library has an Advisory Committee. Librarian is the secretary and V.C. is the chairman of the committee. The Committee gives direction at time to time for better functioning and further improvement. The stack organization, cataloging, print out facility, and web search facility has already been improved.

#### 4.2.2 Provide details of the following:

- \* Total area of the library (in Sq. Mts.): 3000 Sq. Mts. (approx.)
- \* Total seating capacity: 200 users at a time
- \* Working hours (on working days, on holidays, before examination, during examination, during vacation)  
Study Room/Newspapers and Magazines Section opens from 8:00 am to 8:00 pm on working days. Other Sections of the library open from 10:30 am to 4:30 pm on working days. Library is closed on holidays.
- \* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)  
Library has Stack-cum-Reading Room area, General Study Room, Teacher/Research Scholar Study Room, Committee Room, Journals/ Periodicals Section, Theses/ Dissertations Section, Newspapers/ Magazines Section, Acquisition/Processing Section, and Computer Room for browsing e-resources. Besides these adequate open space is available in library for air/ light ventilation.
- \* Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection.  
Guide map of the library is displayed at the entrance of gate. Sign boards indicating the different sections/services are available. Adequate number of ramps and toilet facility are available for the differently-abled users.

#### 4.2.3 Give details of the library holdings:

- a) Print (books, back volumes and theses)  
Total books collection of the Library (excluding Faculty of Education and Allied Sciences Library and Faculty of engineering and Technology Library) is nearly 1,35,000. Other than this, nearly 2,000 back volumes of journals and 8,000 theses/dissertations are also available in the library.
- b) Average number of books added during the last three years  
Nearly 8500 books were added in the collection of Library during last three financial years.
- c) Non Print (Microfiche, AV)  
536 C.Ds. (of the books) are available in the collection.
- d) Electronic (e-books, e-journals)  
8500 peer-reviewed e-journals are subscribed through INFLIBNET under the UGC-INFONET Digital Library Consortium. To add to it 758 e-books are also available in the library.
- e) Special collections (e.g. text books, reference books, standards, patents)  
Adequate number of text books and reference books are available in the collection of library.

#### 4.2.4 What tools does the library deploy to provide access to the collection?

- \* OPAC  
Very soon the service shall be provided to students.



- \* Electronic Resource Management package for e-journals  
8500 E-journals are accessible through IP based server and URL.
- \* Federated searching tools to search articles in multiple databases  
Articles are easily accessible through different search engines.
- \* Library Website  
Library website is linked with university website and efforts are being made to separate it.
- \* In-house/remote access to e-publications  
The university is working on this line.

4.2.5 To what extent is ICT deployed in the library? Give details with regard to

- ☐ Library automation  
The library is partially computerized. Efforts are being made in the directions of complete automation.
- ☐ Total number of computers for public access  
15 Computers are available in the library for users for searching e-databases.
- ☐ Total numbers of printers for public access  
Laser printer is available for the users.
- ☐ Internet band width speed    ☐ 2mbps   ☐ 10 mbps   ☐ 1 GB  
Internet speed is 100 mbps.
- ☐ Institutional Repository  
Work is in process. The service will be started soon.
- ☐ Participation in resource sharing networks/consortia (like INFLIBNET)  
Library is the member of INFLIBNET. The university has also applied for the membership of DELNET.

4.2.6 Provide details (per month) with regard to

- ☐ Average number of walk-ins  
2200 users (approx.) visit library in a month.
- ☐ Average number of books issued/returned  
800 books (approx.) issued/returned by the library in a month.
- ☐ Ratio of library books to students enrolled  
Sufficient number of books are available for the users.
- ☐ Average number of books added during the last four years  
11478 books were added in the collection during the last four financial years.
- ☐ Average number of login to OPAC  
Work is in process. The service will be started soon.
- ☐ Average number of login to e-resources  
2000 (approx.) users login to e-resources in a month.



- ☐ Average number of e-resources downloaded/printed  
700 (approx.) e-resources downloaded/printed in a month.
- ☐ Number of IT (Information Technology) literacy trainings organized  
2 training programs (ICT) have been organized in this academic session for the users.

4.2.7 Give details of specialized services provided by the library with regard to

- ☐ Manuscripts  
Library has no manuscripts at present but trying to get some manuscripts from the Rohilkhand Region.
- ☐ Reference  
Ready Range and Long Range Reference Service is available in the library.
- ☐ Reprography  
Reprography service (@ rupee one per copy) is available for the users.
- ☐ Inter-library Loan Service  
Inter-library loan service is available for the users.
- ☐ Information Deployment and Notification  
Notices are displayed on the notice-board.
- ☐ OPACS  
Work is in process. The service will be started soon.
- ☐ Internet Access  
Internet service is available in the library and at Computer Centre, CSIT department for the users.
- ☐ Downloads  
Downloading facility for the users is available in the library and at Computer Centre, CSIT department.
- ☐ Printouts  
Printout facility for the users is available in the library and at Computer Centre and CSIT department.
- ☐ Reading list/ Bibliography compilation  
Library helps in compiling the bibliography.
- ☐ In-house/remote access to e-resources  
E-resources are easily accessible in the library.
- ☐ User Orientation  
Orientation services are provided to new users.
- ☐ Assistance in searching Databases  
Library assists the users in searching databases.
- ☐ INFLIBNET/IUC facilities  
The services of INFLIBNET are available for the users.



- 4.2.8 Provide details of the annual library budget and the amount spent for purchasing new books and journals.

Central Library receives the annual budget from the university budget and also from UGC in the five year plans. University budget for the library purchase (including I.E.T. library and F.E.A.S. library) is nearly Rs. 80 lakhs. Out of this Rs. 12-15 lakh spent on subscription of journals and rest of amount is spent on purchase of the books.

- 4.2.9 What initiatives has the university taken to make the library a 'happening place' on campus?

Power back up, extended opening hours; round the clock security, etc. are basic amenities which are being provided to the users to make the library a happening place.

- 4.2.10 What are the strategies used by the library to collect feedback from its users? How is the feedback analysed and used for the improvement of the library services?

Suggestion/Complaint box is available in the library for users. These Suggestion/Complaint are scrutinized on the first week of every month and feasible suggestions implemented after the approval of concerned authority.

- 4.2.11 List the efforts made towards the infrastructural development of the library in the last four years.

Water Cooler/Purifier was installed in this financial year. The demand for computers, software, server, scanner, printer, high speed photocopier, barcode reader/detector, etc. has been sent to the university administration. Cushion chairs have also been demanded for the study room. The extension of Stack Room is also under plan.

### 4.3 IT Infrastructure

- 4.3.1 Does the university have a comprehensive IT policy with regard to

☐ IT Service Management

University has well equipped teaching and learning resources in the form of 8,500 e-journals provided by UGC INFLIBNET under UGC Infonet program and EBSCO free database. Members of the University rely on technology in multiple aspects of their work, teaching, research, study and other activities. In doing so, they use electronic systems, networks and devices that the University owns, provides and administers. IT policy of the University has set out guidelines and processes that apply when the users seek access to electronic information. Under this policy, the University does not routinely monitor the content of information transmitted through or stored in University information system. The University obtains access to user electronic information in some circumstances, but only for a legitimate institutional purpose.

☐ Information Security

The salient features of IT policy with regard to IT service management ensure that IT service delivery is consistently applied for all stakeholders.

The Librarian and Information Officers of the University are responsible for implementing systems and specifications to facilitate easy access to all users. It is also ensured that all users make responsible use of computers and data available in the Central Library and Campus Libraries. Proper control is taken for defending information from unauthorized access, use, disclosure, disruption, modification, perusal, inspection, recording or destruction.

#### □ Network Security

The DHCP for Network IP Configuration are used and involved a Firewall to monitor authorized access of websites. Apart from restricted access, provisions are also made for protection against misuse and modification of computer network and network-accessible resources. This policy applies to members of the University community and officials (students, research scholars or those who have contractual or other relationships with the University). Authorization in this context means to grant permission to an identified individual to use a computer or data resource. Acceptance of authorization to use University Computer and data resources establish an obligation on the part of the individual to use those resources responsibly. Computer and data resources include computers and computing devices, computing application and data base access; software, hardware, e-mail services and associated computing accounts. Computers and computing devices include, but are not limited to desktops or laptops, iPads, USB flash memory devices or other similar devices. The policy does not form a contract of any kind, including among others, a contract of any type. The University reserves the right to modify this policy.

Policy requirements for university may ensure that:

- i. It should behave in accordance with University's educational, research purposes;
- ii. the account should not to be used for any commercial purposes;
- iii. take responsive steps to ensure that any computer used to access the resources, is secure and virus-free;
- iv. protect the confidentiality, security, integrity and recoverability of all computer and data resources and take reasonable and appropriate steps to guard these resources from improper or unauthorized use;
- v. refrain from activities that are unethical;
- vi. refrain from activities that interfere with the ability of others to use computer and data resources.

#### □ Risk Management

This applies regardless of:

- i. where the computer used to access computer data is located in the central library or at any other places connected;
- ii. the form or manner in which systematic data are stored or transmitted, including, but not limited to, local file, stored file, file on removable media such as CD-ROM disk, pen drives, fax, printer, network, phone, e-mail or voice mail.;



- iii. Violators of this policy may be subject to disciplinary action as per University rules and regulations, in the case of students, suspension or other actions as per prevailing laws of the University.

Proper attention is given to following domains:

**Confidentiality:** Protecting information from unauthorized disclosure;

**Integrity:** Protecting information from unauthorized notification;

**Availability:** Ensuring that information is available, when required;

**Data loss prevention:** Causes and solutions being used may be-

- Natural disasters - Back up facility on external HDD / USB Drive/ DVD;
- Viruses – Anti-viruses and Firewalls on system;
- Human errors- copy of data;
- Software malfunction used will mean only for its intended purpose;
- Hardware & operating system malfunction – Use of UPS, running scandisk / other disk checker on every reboot;

☐ Software Asset Management

"Operating systems are regularly monitored and all required 'housekeeping' routines adhered to."

☐ Open Source Resources

"University use Cloud Computing as Open-source".

☐ Green Computing

The practices and policies covered under this head include reduction of paper consumption as well as recommendations for new equipment only when recycling of old machines are not possible. Recycle, Discard used or unwanted electronic equipment in a convenient and environmentally responsible manner is done to make environmentally sound purchase decisions.

4.3.2 Give details of the university's computing facilities i.e., hardware and software.

☐ Number of systems with individual configurations

Approximately 537 Desktop with UPS and 190 printers in addition to dedicated computer & printer for examination cell and computer center.

☐ Computer-student ratio: 1: 8

☐ Dedicated computing facilities:

LAN facility: University Central library, Administrative block, and all Departments including individual teacher's chamber/Laboratory/office

- MS SQL Server 2010 (for unlimited User)
- Microsoft Visual Studio 2010
- Microsoft Windows 7 (150 User)
- Microsoft Office 2007
- Microsoft Windows Server 2010

☐ Number of nodes/ computers with internet facility: 250

□ Any other (please specify)

All University Officers/ Heads/ Deans/ Directors have been provided official as well as personal email IDs for facilitating paperless communications (both inter- and intra-office) in the pursuit of Green Office Concept. All permanent faculty members have been also provided with a personal email ID bearing the university domain.

- (i) University has its own Email Ids system for both inter- and intra-office communication.
- (ii) University tie-up with Google for mail server, we send all mail on single click. All Notices/Updates send by mail Id.
- (iii) University employee also use whatsapp's grouping for communication.
- (iv) University also uses a Facebook Page (<https://www.facebook.com/pages/MJP-Rohilkhand-University-Bareilly/282075605186904?ref=hl>) to provide quick communication facility to students

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Institutional Plan:

- Extension of Campus network to students' hostels and faculty quarters.
- Setting up of Wi-Fi Hotspots for Internet Services.

4.3.4 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

The University has access to approximately 4000 e-journals provided by UGC-Inflibnet and various e-books available in different government sites.

4.3.5 What are the new technologies deployed by the university in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?

Students are given Internet access in all the departments and are provided with learning materials.

4.3.6 What are the IT facilities available to individual teachers for effective teaching and quality research?

Each faculty is provided either with desktop/laptop and printer. Internet nodes are provided to sitting chambers and system connected with high speed internet LAN.

4.3.7 Give details of ICT-enabled classrooms/learning spaces available within the university? How are they utilized for enhancing the quality of teaching and learning?

- Four Departments of Basic science, Education and Management courses have virtual smart classes, equipped with latest technologies for interactive teaching and learning.



- The engineering departments have separate devoted system for students and teachers with quality software products as per course curriculum.
- Most of the Departments are equipped with ceiling-mounted LCD projectors and laptops.

4.3.8 How are the faculty assisted in preparing computer- aided teaching-learning materials? What are the facilities available in the university for such initiatives?

The teachers prepare their own study material by using varied ICT resources available to them in the university and their own expertise.

4.3.9 How are the computers and their accessories maintained?

The maintenance of hardware and software are being done by the funds allocated with the departments or from the grants available in sponsored research projects or general fund of University.

4.3.10 Does the university avail of the National Knowledge Network connectivity? If so, what are the services availed of?

Yes, the university is connected with INFLIBNET (Information Library Network, An Autonomous Inter-University Centre of UGC). Through this, users may browse various journals and written/spoken tutorials.

4.3.11 Does the university avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

Yes, the users avail the facility of Wikipedia, on-line dictionaries and other resources to upgrade their knowledge and research work.

4.3.12 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the university.

The fund allocated to department for office expenditure or general maintenance fund of University are used for maintenance of computers in the university.

4.3.13 What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

The university is gradually moving toward e-governance culture having more openness in the system. On the other hand, various activities and actions under blended learning are steps for transfer of teaching and learning from closed university information network to open environment.

## 4.4 Maintenance of Campus Facilities

4.4.1 Does the university have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories?

If yes, mention a few campus specific initiatives

Yes. The University has a Full time Junior Engineer supported by other technical helper to oversee the maintenance of buildings, classrooms and laboratories.

The few specific initiatives undertaken on annual contract basis are as follows:  
Periodic maintenance and painting of buildings and classrooms  
Trouble shooting in case of water and electricity supply and power generator  
SetConstruction planning and layout designing and in addition following jobs given to approved agencies as and when required:

- Clearing of weeds and pruning of shrubs, hedges and trees
- Beautification of campus by maintaining flower gardens.

4.4.2 How are the infrastructure facilities, services and equipments maintained? Give details.

- Maintenance of infrastructure facilities (repairs, plumbing, and electricity power) are carried out through the Engineering Cell/Development section.
- Maintenance of other services (furniture, hostels, guest houses, conference and multi-purpose halls, transport etc) is done through engineering and technical staff. The University security, sanitation and cleaning, and horticulture is done by approved private agencies on annual contract basis.
- Minor repair and maintenance is made by the departmental funds or sponsored research funds or University general fund.





# Criterion 5

## Student Support & Progression

### 5.1 Student Mentoring and Support

- 5.1.1 Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

Yes, the university has a system for student support and mentoring. There is close interaction of students with teachers and university officials via proctorial board platform as well as the Dean Student Welfare which deals with all the problems concerning students.

The university faculty also facilitates the support of students on individual basis as and when required. Special attention is given to the slow learner students and efforts are undertaken to bring them in to the mainstream.

SC/ST/OBC students are provided special remedial coaching classes under UGC assisted program.

- 5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Apart from class room, academic mentoring is available through tutorial classes, extracurricular activities, organization of conferences, seminars, invited lectures etc. Short term training programmes are included in the curriculum for academic mentoring like industrial training.

Remedial teaching, personal counselling and post classroom lectures by the faculty are provided to the students in almost all the departments.

- 5.1.3 Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

Yes, the university has personal enhancement and development schemes like-

- Computer Centre with provisions of soft skill development.
- Student training and career development centre.
- Organization of campus interviews.
- Stress management workshops.
- Employment bureau is running in the university campus in co-ordination with State Government. It registers unemployed & employable students and collects the data base of students and informs them about vacancies from time to time. Not only this, it also orients the students for interviews.

- 5.1.4 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?



Yes, the university provides assistance to students for obtaining loans from banks by providing all the necessary documents to Banks as required.

- 5.1.5 Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

University departments publish updated prospectus & handbook whenever any changes are made. University publishes its Report/hand book annually (on foundation day) incorporating policies, admission criteria, intake capacity, reservation norms, past activities, who's who, rules & regulation related to students. Yes, all the courses prospectus, syllabi are uploaded on university website ([www.mjpru.ac.in](http://www.mjpru.ac.in)).

- 5.1.6 Specify the type and number of university scholarships/ freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M.Phil/Ph.D./Diploma/others (please specify).

University provides financial assistance through various agencies based on funds received by the university or by the State and Central Government organizations. The UG & PG students are benefitted by the scholarships granted by the State Government to the SC/ST, OBC and general candidates falling under the 2.00 lakh income group. The minority students are similarly benefitted by the scholarships and merit-cum-means scholarships are also awarded. Students qualifying for GATE/GPAT/UGC/CSIR/DST-Inspire/DBT/ICSSR etc. are also provided financial aid as received by the respective organizations. Ph.D. scholars also qualify for Rajiv Gandhi National Fellowship, UGC/CSIR-NET. The students are promoted and encouraged to apply for various categories of fellowships for which the university provides full support.

- 5.1.7 What percentage of students receive financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?

Samaj Kalyan Scholarship for SC/ST 100%, OBC and General (weaker section) a fixed amount fee refund depending upon the course.

- 5.1.8 Does the university have an International Student Cell to attract foreign students and cater to their needs?

The university does not have any International Student Cell in existence but if any international student applies for admission in the university he/she is given admission as per the existing norms of the university. Hostel facility to such students is provided on priority basis. The university also has culture and studies exchange programme under aegis of student's cell. Under the scheme of Indo-Irani-centre few students/faculties have been benefitted.

- 5.1.9 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes, the university provides assistance to students for obtaining loans from banks by providing all the necessary documents to Banks as required.



#### 5.1.10 What types of support services are available for

- \* overseas students:  
Facilities such as medical, research laboratories, library, bank, transport, hostel, recreation facilities are provided on a priority basis.
- \* physically challenged / differently-abled students:  
Barrier free environment in entire campus and adequate personalised care is always provided to the differently-abled students. Almost all buildings are provided with ramps & support. In teaching departments provision of facilitated toilet is also available for such students. Beside this visually challenge students, paper writer/assistant for physically changed students are made available.
- \* SC/ST, OBC and economically weaker sections:  
Support services like remedial coaching classes, 5% relaxation in qualifying marks and 50% reservation in admission to various courses, scholarships, and fee concessions are provided. The fee scholarships from Samaj Kalyan Vibhag are also available for economically weaker students.
- \* students participating in various competitions/conferences in India and abroad:  
The university provides information and encourages & motivates students to participate or attend national/international conferences.  
  
Students are allowed to participate in conferences, competitions, workshops of other institutions nearby and outstation, industrial tour/training education tours are also organized by various Departments.
- \* health centre, health insurance etc.:  
The university has its own Health Centre for students and employees. It has MOU with Rohilkhand Medical College nearby the university campus where treatment is provided to university and university affiliated college students.
- \* skill development (spoken English, computer literacy, etc.):  
Spoken English and computer literacy is promoted by:
  - English-Language labs.
  - Organization of workshops/conference on spoken English from time to time in the campus.
  - Computer centre facility is available to students free of cost.
  - Some personality development, art of living and stress management workshops are held from time to time.
- \* performance enhancement for slow learners:  
The slow learners are individually taken care of by the faculty at the department level; and remedial classes are conducted by the university under UGC assistance programme.
- \* exposure of students to other institutions of higher learning/ corporates/business houses, etc.:

Curriculum stipulated study tour and general study tours are conducted every year to provide exposure to students to centres of learning/industries/hotels/hospitals etc. by various departments.

- \* publication of student magazines:  
Students are encouraged to publish their views in any form on university website and also publish in the form of magazines. They display their creative writings on display boards of some of the departments. Publications by the alumni are in the pipeline.

5.1.11 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examinations? If yes, what is the outcome?  
Under the aegis of remedial coaching NET/SET coaching classes are conducted for students. About 100 students who have availed this coaching facility, qualified these examinations during last four years.

5.1.12 Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

- \* Additional academic support and academic flexibility in examinations:

Yes, the departmental faculty members provide information regarding the sports/games, their rules and regulations to prepare the student to participate in the games. Sometimes the examination schedule is also shifted according to the tournament.

- \* Special dietary requirements, sports uniform and materials  
University promotes sports participation enormously by providing facilities like:

- Proper coaching
- Refreshment
- Sports kits
- Well maintained arena
- Weightage for sports is given during admission.
- Students are granted flexibility in attending classes & internal examination

5.1.13 Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

University has its own Placement Cell where-

- Coaching to appear in interview and face written exam is provided to students
- Campus interviews are conducted from time to time
- Special training programmes and exposure to entrepreneurs are provided from time to time



- Special lecture series and interaction programme with renowned entrepreneurs and industrialists are organised from time to time.
- Self-employment training and training for small scale industry is provided by different departments.

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

The students of our university are regularly selected during campus interviews by different employers. During the past 4 years, companies like TCS (62), Infosys (5), Accenture (4), HCL (4), Sun Pharma (4), Reliance Industries Ltd. (03) and Trillion Health care Pvt. Ltd. (03) have selected students from our campus.

5.1.15 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university? The university has Alumni Association in various Departments. The purpose of re-union are to:

- Provide feedback on curriculum.
- Provide information about various job opportunities.
- Help in summer training & final placements of students.
- Conduct seminars/workshops.
- Conduct cultural activities and shares their experiences at their workplace.

5.1.16 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

Yes, the university has grievance redressal cell.

- Disputes of hostellers, grievances regarding examination, ragging are redressed.
- Eve teasing matters are solved, gender sensitivity issues are redressed.
- The DSW office and Proctorial board takes cognizance of complaints & suggestions from the students. The committee looks into the matter & seeks to redress the grievance and the issue is taken up by concerned Department.

5.1.17 Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

- University conducts brief orientation programme on gender issues during orientation programme of freshers.
- Yes, University has women cell to deal with gender issues. Any such issues is resolved by the committee constituted by University comprising female faculty, student representative and proctorial board.

5.1.18 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Yes, University has its own anti-ragging committee. The campus is totally ragging free. To ensure that no incident of ragging takes place, there are two anti-ragging cells in the university, the entire proctorial team and hostel wardens remain vigilant round the clock.

5.1.19 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

The university frequently receives invitations from other universities/ institutions/ cultural and social organizations which are freely circulated among the students and posted on the university website. They are further promoted to participate in these events to ensure the overall development of the students.

Leadership/Motivation/sensitization is imparted by interaction programmes in which students participate for their development. (e.g. workshops, conferences, seminar, quiz etc.). Wherever required financial support is provided.

These programmes are organized as well as attended by stakeholders and interaction with them paves way for overall development of students. Cultural Coordinator of the university provides space, accessories, direction and facilities as and when required to students and these stakeholders.

5.1.20 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

The university campus has its own sport council which ensures equal participation of both sexes in the sports. The following intra and inter institutional sports are especially organised for women participants:

- Mixed (double) sports- Badminton.
- Some sports events are organised especially for women like musical chair, rangoli competition.
- Some extracurricular events like skits plays, classical music, dances are organised where women participate enthusiastically.
- Women participate in intra-college, inter university and interstate sports events like women athletic meet, basketball, volleyball, sepatekra, table tennis, badminton etc.

## 5.2 Student Progression

5.2.1 What is the student strength of the university for the current academic year? Analyse the Programme-wise data and provide the trends for the last four years.

There is no central mechanism in the University for maintaining records of the students who get admission in further courses after completing their degrees. After completing their degrees:



- The UG students take admission in post graduate classes.
- The PG students take admission in M.Phil/Ph.D. similarly students take admission in Masters/M.Phil/Ph.D. courses run by other universities.
- Some students (especially of BBA and BCA courses) take admission in professional courses run by other universities or colleges affiliated to other universities.
- The university does not have basic infrastructure to keep track of all the students progressing/opting to further studies after completing courses run by MJP Rohilkhand University or get enrolled as Ph.D. scholars. Two Departments admit 30 (15 in history + 15 in economics) students every year in M.Phil. during the current year and 438 students have enrolled for Ph.D. programme.

5.2.2 What is the programme-wise completion rate during the time span stipulated by the university?

Normally, 99% students of UG, PG and M.Phil. complete their course within the stipulated time by the University. However, in case of Ph.D. approximate 70% students complete their course within stipulated time of 4 years, rest of them usually get one year extension to complete it.

5.2.3 What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE/CAT/ GRE/ TOFEL/ GMAT/ Central/ State services, Defense, Civil Services, etc.?

Almost 80 percent students appear in these examinations. During the last four years, at least 149 students have qualified NET, 123 have qualified GATE, and 20 students have qualified different Central/State services, as per information available with different departments.

5.2.4 Provide category-wise details regarding the number of Ph.D./ D.Litt./D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.

Year wise Ph.D. details (including affiliated colleges)

Year	Submitted
2010-11	397
2011-12	541
2012-13	445
2013-14	221
2014-15	245

**Ph.D.**

Year	Submitted	Resubmitted	Rejected
2011-15	1293	07	20

**D.Sc./D. Litt.**

Year	Submitted	Resubmitted	Rejected
2011-15	06	0	02



### 5.3 Student Participation and Activities

- 5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

Range of sport activities are available like:

1. Aquatics	10. Cricket	19. Netball
2. Archery	11. Cross country	20. Shooting
3. Athletics	12. Football	21. Softball
4. Badminton	13. Gymnastic	22. Table-tennis
5. Ball badminton	14. Handball	23. Tennis
6. Baseball	15. Hockey	24. Volleyball
7. Basketball	16. Judo	25. Wrestling
8. Boxing	17. Kabaddi	26. Weight lifting, Power lifting & Best Physic
9. Chess	18. Kho-kho	

Range of cultural activities & extracurricular activities are available like:-

1. Annual function	6. Poster Competition	12. Mimicry
2. Foundation day celebration	7. Cartooning	13. Skits
3. National festival celebration	8. On the spot painting	14. Play
4. Debates	9. Rangoli	15. Fresher parties
5. Quiz competition	10. Elocution	16. Farewell parties
	11. Singing & Dancing programmes	17. Rohilkhand mahotsav

- 5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years. Three medals/awards have been won by the students at state level in different cultural activities in the last four years. Seven medals/awards were won by the students at state level in different sports activities in last four years.

- 5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?

Yes, the Department of Ancient History and Culture of the university, provides & promotes the knowledge of importance of heritage among the students about the nearby historically important areas like "Ahichhetra" and Ramnagar fort etc. the students are also made aware of the heritage importance of Panchal area of Rohilkhand through awareness programmes.

- 5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other



material? List the major publications/ materials brought out by the students during the last four academic sessions.

The university supports and encourages the students if they desire to publish their views/findings in magazines or other publications. At the departmental level the students are actively involved in running wall-magazines.

5.3.5 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

There is a provision of student council named as “Chhatra Sangh”. Its constitution is President, Secretary, Vice president, Sports secretary, Library representative, Hostel representative and Class representatives. Their main activity is student welfare. The university provides funds to the student union from student welfare fund.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

Yes, various academic and administrative bodies have student representatives like faculty representative, library representative, hostel representative, class representative etc. who take care or participate in the overall development of their areas.

***Any other information regarding Student Support and Progression which the university would like to include.***

It is an endeavour of the university to provide support and progression to all its students:

- The students are trained to conduct themselves with dignity, courtesy, responsibility and integrity.
- They are promoted to go for higher studies.
- The university advances students’ achievement and success.
- Students are trained to discover their hidden talents.
- Efforts are taken to sharpen rational and logical abilities of students.
- Students are enlightened towards the path of truth to become a true citizen-learned, humane and strong.



# Criterion 6

## Governance, Leadership & Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 State the vision and the mission of the university.

##### Our Vision

The University of the New Millennium will occupy a key role in the production of wealth of all kinds – social, cultural and economic. It will be the pivotal institution in both the learning society and the knowledge economy.

##### Our Mission

The mission of the University is to:

- Promote participation in higher education, which it regards as a democratic entitlement.
- Strive for excellence in learning, teaching and research.
- Realize the creative potential and fire the imagination of all its members.
- Equip its students to make effective contributions to society and the economy.

#### 6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Yes, the University, as a public institution, is confronted by new accounts of the public good and, as an autonomous institution, must engage in exciting new markets for higher education. It is against this background that MJP Rohilkhand University has developed its vision for the twenty-first century:

- MJP Rohilkhand University is a comprehensive university – in its range of teaching and research programmes, in the diversity of its student population and in the variety of its engagements with society, culture and the economy.
- MJP Rohilkhand University is a university that defines its mission in terms of future possibilities rather than past roles, and transcends the historical hierarchies.
- MJP Rohilkhand University is a 'knowledge' institution and a learning organisation. It recognises the key role knowledge will play in social and economic development in the new millennium while celebrating its traditional, and enduring, role in creating and sustaining human culture.



## **A Learning Culture**

Rohilkhand University seeks to establish a learning culture in which teaching and research of the highest quality are able to flourish equally. It aims to combine respect for traditional academic values with enthusiasm for novelty and innovation in higher education.

It remains committed to offering a comprehensive range of teaching and research programmes, to reflect the universality of knowledge and the vital connections between academic disciplines. But it is also committed to:

- Coherence, in its commitment to developing fundamental intellectual skills in all its students.
- Maintaining the highest possible academic standards.
- Offering all students a consistent and a rewarding experience.

It recognises no contradiction between the need for critical learning and the demands of professional formation. It is as committed to providing its students with competences for employability as to developing the intellectual, expressive and social skills required to take full advantage of all their future life-chances.

## **Students First**

Rohilkhand University puts students at the heart of its enterprise. It is committed to offering them the maximum degree of choice of academic programmes consistent with the need to maintain a rigorous and disciplined approach to higher education, partly through the development of a flexible but coherent system.

It is also determined to provide students with a satisfying experience outside the classroom by providing a comprehensive range of other services and support and by encouraging the development of a strong students' union.

## **The University in the World**

MJP Rohilkhand University recognizes its responsibility to prepare its students for global careers in the twenty-first century. It is committed to strengthening, and extending, its existing collaborative links with higher education institutions and other organizations outside the India, especially in Asia and in the developing world.

### **6.1.3 How is the leadership involved**

- \* in ensuring the organization's management system development, implementation and continuous improvement?

The Vice Chancellor, Executive Council, Statutory Officers and Academicians play a vital role in the University's management system development, its effective guidance and implementation.

In the management of academics, the Vice Chancellor interacts with the Deans of Faculty/Heads of Departments and they in turn interact with the faculty members. In the administration Registrar, who is head of office staff, interacts with Vice Chancellor.

The Executive Council, Academic Council and Finance Committees headed by the Vice-Chancellor are the authorities of the University entrusted with the task of developing more participatory management systems focused on expansion of higher education.

\* in interacting with its stakeholders?

The leadership of the university at various levels interacts with all the stakeholders. At the departmental level the students interact directly with the faculty members and the Head of Department. All Faculty members have free access to the Heads, Deans, Registrar, Finance Officer and Vice Chancellor's Chamber.

All the non teaching staff can directly interact with their office Superintendents, Assistant Registrars, Deputy Registrars and the Registrar.

All other stakeholders such as parents, alumni, people from industry, and members of the public have free access to the University Authorities/ Teaching Departments for offering suggestions. During the seminars, workshops, lecture series and informal interaction during the youth festival, foundation day, alumni meets etc. formal as well as informal interactions takes place between stakeholders and University Authorities.

\* in reinforcing a culture of excellence?

The leadership is involved in the following manner in reinforcing a culture of excellence:

- IQAC regularly collects data from different departments regarding faculty publications, faculty participation in seminars, and organization of seminars/workshops/lecture series/etc.
- Promotions of Faculty members are based on annual performance appraisals in which research publications is a very important component.
- Student feedback and faculty feedback is used by Departmental Committee/Head/Dean for revision/restructuring of syllabi, etc for quality enhancement.
- The university also conducts remedial classes.

\* in identifying organizational needs and striving to fulfill them?

Proposals for organizational needs are invited from the academic and administrative departments which are then discussed at appropriate levels in University for approval and implementation.

Routine meetings of the statutory officers adequately assess organizational needs and ensure prompt action.

The organizational needs, in terms of physical infrastructure and academic requirements are also identified by various committees which are discussed for making budgetary provisions and implementation.

6.1.4 Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.

No



- 6.1.5 Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

Yes, all positions in the statutory bodies are regularly filled. Meetings of the Executive Council, Academic Council and Finance Committee are held regularly. Board of Studies and Faculty Boards are in place and function according to the Statutes and Act. Additionally regular meetings are held at different levels, with representatives of various committees and bodies.

- 6.1.6 Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

Yes, the University promotes a culture of participative management at different levels of decision making in the Organisation. At the department level all matters of importance are discussed and dealt by departmental committee ensuring participatory management. In long term, 3 year rotation among teachers to HOD/Dean position too ensures fuller participation within faculty.

The Academic Council/Executive Council consists of Deans, Heads, Professors, Associate Professors, Assistant Professors, Principals, OBC Nominees, SC Nominees, Union Representatives, etc. as per guidelines of the Acts/Statutes, which too promotes participation of different stakeholders in decision making.

- 6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

- Inspection teams from the University visit the affiliated college, regularly, to assess infrastructural and academic requirements, stipulated by the UGC and incorporated in the University's Statutes, before granting permission to commence new courses/extension of the period of affiliation/permanent affiliation.
- The Boards of Study and Academic Council permit/discuss all proposals without prejudice which come from affiliated institutions.
- Academic reforms are introduced from time to time to make the higher education more relevant/applied at the University and affiliated institutions level.
- Special courses/workshop/ training programmes are also organized for affiliated institutions.

- 6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

As there is no autonomous college affiliated to this university, such question has not arisen yet.

- 6.1.9 How does the university groom leadership at various levels? Give details.

The University provides various forums and platforms for faculty and staff to develop leadership at various levels by giving them various portfolios of areas/activity. Specifically some of the mechanisms followed by University that help in grooming of leadership are:

- Rotation of Headship/Deanship after 3-years.
- The various committees constituted by the Vice Chancellor/Executive Council/Academic Council for different purposes include teachers, officers and non-teaching staff.
- Teaching and non-teaching staff are sent to attend training courses/workshops on various aspects of Administration.
- Faculty members are made Coordinators/Wardens/Incharge/etc.
- Students are given responsibility for organizing cultural/sports/academic events under the guidance of Faculty members.

6.1.10 Has the university evolved a knowledge management strategy? If yes, give details.

The University's knowledge management strategy is implemented at and through three levels

*Level 1* consists of EC and Academic Council

*Level 2* consists of BOS and Faculty Board

*Level 3* consists of Individual Faculty Member or Research Scholar

All three of them or two of them or one of them is involved in various activities pertaining to knowledge management strategy being pursued by the University. Specifically some of them are:

- To ensure availability of standard quality books/journals/magazines in adequate number to students and teachers.
- To ensure availability of free access to e-resources.
- Central Library is in the process of being fully automated.
- Seminars/Symposia/Workshops/FDPs are frequently organized.

6.1.11 How are the following values reflected the functioning of the university?

\* Contributing to national development

All the academic and administrative activities of the University are in line with the goal of national development. The University contributes in national development through creating, sharing and disseminating knowledge in diversified fields, which helps in developing professionally capable students, new entrepreneurs, researchers, thinkers, future leaders and patriotic citizens.

\* Fostering global competencies among students

- Revision of Courses and Syllabi takes place on regular basis keeping in mind the requirements of the times.
- Students are promoted to participate in academic, cultural and sports events of state and national level.





- Academic, cultural and sports events of regional, state and national level are organized by University on regular basis.
- Institute–Industry interaction is promoted by way of organizing industrial tours and lectures of practicing executives/ entrepreneurs/ businessmen.
- Well equipped laboratories / library facility are available.
- \* **Inculcating a sound value system among students**
  - Focus on values/ethics is a major component of the Orientation programmes that are organized at the start of academic session by Departments.
  - Students are encouraged to participate in blood donation camps and cleanliness drive.
  - Through NSS students are continuously engaged in community services.
- \* **Promoting use of technology**
  - Availability of top graded Engineering Labs, Computer Labs, Science Labs and other Labs.
  - Availability of high speed internet facility, through leased line, round the clock in all the Departments and Administrative Block of the University.
  - Availability of Smart Classes.
- \* **Quest for excellence**

The various labs, internet enabled campus, smart classes, availability of research softwares, implementation of semester system and timely declaration of results are testimony to University's commitment and quest for excellence.

## 6.2 Strategy Development and Deployment

6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

- \* **Vision and mission**

The University's Vision and Mission reflect its perspective plan for development with focus on developing University as a pivotal institution in the knowledge economy. This it wants to achieve by promoting more participation in higher education, commitment for excellence, developing the creative potential of its members to the fullest and equipping students for their greater contributions in society/economy.
- \* **Teaching and learning**

The University believes in and promotes an approach which helps in all round development of the student and society. The approach makes ample use of technology and participative teaching learning processes. It helps in developing competency, skills and a socially responsible attitude in students.

\* **Research and development**

All possible help is provided by the University in the promotion of research and development. In order to strengthen the quality of doctoral programme quality assurance measures such as an entrance test, course work classes, course work examination and interview have been incorporated.

In addition to the conventional areas, the research is also carried out on socially and industrially relevant themes by assessing the needs of different sections of the society. The University provides full or partial financial assistance to organize seminars/ conferences/workshops in order to promote research in different areas on regular basis.

\* **Community engagement**

The University teaching departments and the NSS Unit of the University organize various socially relevant outreach programmes on regular basis. Generally, these outreach and extension programmes have been or are related to consumer rights awareness, water conservation, environment, health, gender equality, sanitation, child education, blood donation, etc.

The University is also engaged with the society and industry by way of conducting studies for them and interacting with them to assess and cater to their manpower needs.

\* **Human resource planning and development**

The prospective plan of the university in the realm of human resource development is to add new members to the existing community of teaching and non-teaching staff as per the norms of the statutory bodies keeping in mind the number of programs offered, student strength and unfilled vacancies. The short fall in the permanent teaching staff of the University is sought to be managed through guest faculty and visiting faculty.

The faculty members are encouraged to attend orientation programmes, refresher courses, training programs, workshops, seminars and conferences for upgradation of knowledge and development of competencies. Non-teaching staff of the university is also promoted to attend skill development programmes.

The University also provides various welfare support facilities like medical insurance, vehicle loan, home loan/advance, etc. to its teaching and non-teaching staff.

\* **Industry interaction**

Interaction between University and Industry takes place through:

- seminars, workshops and conferences;
- internships, summer training, research and consultancy projects;
- lectures/talks delivered by experts from industry to help in teaching sections; and
- involvement of senior officials of industry in quality assessment of people, programmes and departments.

\* **Internationalisation**

Faculty members of the University have been visiting foreign countries on different academic assignments.



The University is also trying to develop curriculum as per global standards so as to make its programmes truly international. In addition the University has signed a number of MOU's with many Foreign Universities / Institutes.

**6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.**

In accordance with the State Universities Act and UGC guidelines a well established organizational structure is in place for enhancing the overall effectiveness of the University. In this the Vice Chancellor is the academic and administrative head of the University. He is assisted by Pro-Vice Chancellor, as & when required, in discharging his duties.

In academics under Vice Chancellor come Deans of the Faculties and Heads of the Departments who are the academic and administrative heads of the Faculties and Departments, respectively. In administration the Vice Chancellor is assisted by the Registrar, Finance Officer, Deputy Registrars, Assistant Registrars, Accounts Officer and other subordinate staffs.

The University functions through various bodies such as the Executive Council, the Academic Council, the Court, and the Finance committee. The decision making process of the University is decentralized and well established. Academic decisions are initiated at the Departmental level through Boards of Studies, then discussed at Faculty Board meetings at Faculty level and finally decided by the Academic Council. Decisions regarding income and expenditure, and resource mobilization are taken by the office of the Finance Officer and the Finance Committee on the proposals from various departments/faculties.

**6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?**

Yes, the University ensures the quality aspect by way of continuously monitoring at regular intervals the different programs/activities/people at different levels.

The Internal Quality Assurance Cell (IQAC) set up by the University collects and reviews the performance of the departments and faculty members of the university annually. Further the career advancement of the teachers is linked to quality and quantity of researchwork done/seminars - conferences attended & conducted/refresher & orientation programmes attended and paper publications.

At the departmental level, Departmental Committee finalizes the distribution of work-load among faculty members, finalizes the schedule of Seminars/ FDPs/ Workshops/ Lecture Series etc. so as to ensure the required standard of quality in teaching and research.

The courses and syllabi are revised/restructured at regular intervals.

**6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?**

Yes, the departments enjoy academic autonomy in running and designing of programmes. They have autonomy to update/ revise their syllabi, adopt different

teaching-learning strategies and initiate for restructuring of courses/starting of new courses as per the requirements.

Accountability is ensured through review of performance appraisal reports of the faculty members and the assessment reports of the departments.

In research projects, Principal Investigator enjoys financial and administrative autonomy within the overall guidelines provided by the Granting Agency and accountability is ensured by internal audit.

- 6.2.5 During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

Yes, the details of court cases are:

<b>High Court Allahabad/Lucknow and Supreme Court Cases</b>				
Year	Against University	By University (Appeal/Review)	Total Cases	Decided (Verdict)
2011	179	03	182	102
2012	132	00	132	80
2013	132	01	133	77
2014	98	00	98	49
2015	45	00	45	28

<b>District Court/State Commission cases</b>				
Year	Against University	By University (Appeal/Review)	Total Cases	Decided (Verdict)
2011	05	00	05	03
2012	14	00	14	08
2013	15	02	17	05
2014	07	01	08	01
2015	01	00	01	00

In the years 2011, 2012 & 2013, mostly the cases were related to B.Ed. entrance examination. Apart from this the cases were also related to affiliation of B.Ed. Colleges, teachers' arrears and students result.

In the years 2014 & 2015, the cases related to B.Ed. examination of students, allotment of students, students result, etc.

- 6.2.6 How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

Yes, the grievances/complaints are promptly attended and resolved effectively on case by case basis by the University.

The Grievance Redressal Cell of the Proctorial Board/DSW Office looks after all type of grievances of the students and the different contact numbers along with names of different people, to whom students can complain, are boldly painted on all prominent places/buildings/departments.

There is also a Grievance Redressal Cell for women.



The University also has Counseling & Recreational Centre in which counseling is provided to students regarding their issues.

Apart from these Cells the Examination Committee and the Admission Committee also look into the grievances of the students related to examination and admission which could not be solved in the routine process.

Additionally, at departmental level student mentoring and counseling takes place on regular basis.

- 6.2.7 Does the university have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

At the Departmental level, formally and informally, regular feedback is obtained from the students regarding the faculty and courses. The feedback obtained is analyzed and discussed at the Departmental Committee and then shared with faculty members for necessary improvements.

Apart from this the student feedback, concerns and submissions which come in the knowledge of University are directly resolved at different platforms like Head's Office, Dean's Office, Proctorial Board and Dean Students Welfare Office.

The Departments also interact with the alumni on regular basis. This interaction between alumni and the department assists the faculty in knowing as to what the society really expects from us and where improvements and amendments are required.

- 6.2.8 Does the university conduct performance audit of the various departments?

Yes, the university conduct performance audit of various departments. The academic part is taken care by the Departmental Committee, Head, Dean and IQAC whereas the administrative part is taken care by the Registrar of the University.

- 6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?

The affiliated institutions/colleges of the University are under the administrative control of the State Government or the Management Committee of the institutions/colleges. However, the University Inspection team periodically visits the institutions/colleges, especially at the time of examination, affiliation or starting of new programmes, to assess their requirements in terms of faculty/infrastructure, keeping in mind the available infrastructure/faculty, and makes recommendations accordingly.

- 6.2.10 Does the university have a vibrant College Development Council (CDC)/ Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.

No, the University does not have a College Development Council. But the University has recently formed two separate Committees – one the Committee for Development of Campus Departments (CDCD) and other the Committee for Development of Colleges (CDC).

The CDCD consists of all Heads, Deans, Registrar, Finance Officer and is chaired by the Vice Chancellor. The focus of CDCD is on the long term development of the departments without ignoring the short term requirements. Under it the Departmental Committee after hectic discussions develops and sends proposal to CDCD through Head.

The CDC consists of Registrar, Finance Officer, two Principals of affiliated colleges/institutions and is chaired by the Vice Chancellor. The focus of CDC is on the development needs of colleges/institutions related with subject matters, introduction of new academic programmes/courses, study centres, career oriented programmes, faculty development, etc.

### 6.3 Faculty Empowerment Strategies

#### 6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

- The Teachers are mandatorily required to participate in orientation and refresher courses as per their requirements.
- The University regularly organizes seminars/conferences/FDPs/workshops/ lecture series which help in the enhancement of professional skills of faculty members. Apart from this the faculty members are encouraged/sponsored to attend seminars/conferences/FDPs/workshops organized by other institutes/universities nationally/internationally.
- The University has also organized seminars/conferences/FDPs/workshops under TEQUIP.
- The University helps faculty members in their higher studies by providing study leave to faculty members for pursuing M Tech /Ph D programmes.
- The University helps faculty members by facilitating in submission of research project proposals to the funding agencies and by providing research facilities.
- The University conducts training programmes/workshop for its non-teaching staff keeping their requirements in mind. Training programmes/workshops for development of computer and communication skills have been conducted in recent past.
- The Heads/Deans also organizes programmes for their non-teaching staff.

#### 6.3.2 What is the outcome of the review of various appraisal methods used by the university? List the important decisions.

The promotions under CAS of the Teaching Faculty are now based on Performance Based Appraisal System (PBAS) as per UGC regulation and state government rules. In this method evaluation of Learning, Co-Curricular, Extension, Professional Development, Research & Academic Related Activities takes place regularly.

These reviews of the faculty performance help the University in taking decisions related to deputing faculty members to various faculty enrichment programmes.



These appraisals have also helped in improvement in quality of research publications, participation in quality enrichment programmes, submission of research project proposals, etc.

In case of the non-teaching staff, the Annual Confidential Reports (ACRs) are normally used for promotions and also to identify quality work among the staff.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

The University has provision of a number of welfare schemes for its teaching and non-teaching staff:

- Residences for the teaching and non-teaching staff
- Consumer Cooperative Society for employees
- House building and Vehicle loan facilities
- Health Care Centre
- Sports Facilities
- Maternity Leave
- Child Care Leave
- Group Saving Linked Insurance Scheme - 100% of the teaching and non-teaching staff are covered under this scheme.
- Group Medical Insurance Scheme- 50% premium is contributed by the University.
- Lump sum medical grants/soft loans are provided on a case to case basis to meet major surgery and hospitalization expenses of the teaching and non-teaching staff from Teacher Welfare Funds.
- Availability of banking facilities.
- Post Office facility is available.
- Recreational facilities are also available.

There have been regular routine health check-ups, blood donation camps, eye camps etc. held in the University for the benefit of the employees and society at large.

Retired teachers and non-teaching staff are promptly paid their entitlement without bureaucratic delay; there are standing instructions to this effect in the University.

A significant percentage of teaching and non-teaching staffs have availed these facilities.

6.3.4 What are the measures taken by the university for attracting and retaining eminent faculty?

- The University has implemented the recommendations of UGC / AICTE 6th pay commission.
- Advertisements for faculty positions are published at the national level so as to invite the best talent available.
- Outstanding persons are given additional increments at the time of appointment.



- The University gives leave with full pay to teachers to acquire higher qualifications.
- The faculty members are encouraged/sponsored to attend seminars/conferences/FDPs/workshops organized by other institutes/universities nationally/internationally.
- In addition, the University has framed the guidelines of retaining meritorious academics after their retirement from the University. The matter is expected to be finalized in a few months.
- The University gives academic and financial autonomy within broad guidelines of the funding agency to the Principal Investigators of research projects.
- Good infrastructure for teaching and research is available in the University.
- Promotions under Career Advancement Scheme take place.
- Allotment of house/flats is done for teaching and non-teaching staff on priority basis.

6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

No formal Gender Audit takes place in the University but gender data both for students and teachers are annually collected from each department. The gender profiles of staff and students are monitored for the purpose of analyzing future trends and policy formulation.

The salient findings are:

- The women representation in the teaching category is approximately nineteen percent.
- The percentage of female students in various programmes is approximately 33 percent.
- The University has a policy of accommodating all girl students in University's girls' hostels.
- The University strictly observes State Government rules for women's horizontal reservation in admissions.
- The University has a Redressal Cell to oversee complaints regarding any kind of harassment of women/girls.

6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

Yes. The Women's Grievance Redressal Cell is actively involved, informally, in spreading the awareness about gender related issues. Apart from this at the departmental/faculty level a team, constituted by the Head/Dean, regularly, at the start of course spreads awareness about the gender related issues among the students and staff. Most recently the Department of Business Administration organized a workshop on Gender Sensitisation & Discipline on 18/08/2015.

6.3.7 What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

Not applicable, as the University does not have an Academic Staff College.



## 6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

- The proposals from different departments/faculties/administration, which finally emerge after hectic deliberations, are meticulously evaluated at different levels both before and after implementation.
- The University has laid down procedure, in accordance with the Financial Handbook and State government ordinances, for purchase and procurement of materials and services which are strictly followed.
- There is a full-fledged finance and accounts section, headed by a full-time Finance officer who is appointed by the UP government, which monitor all financial matters.

6.4.2 Does the university have a mechanism for internal and external audit? Give details.

Yes. The internal audit is carried out by the internal auditor appointed by the University by test check auditing procedure by outsourcing. The external audit is carried out by different government agencies, namely, Auditor General of Allahabad and Local Audit department.

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

Yes. The audit is carried out regularly and there are no major audit objections.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

Sr.No.	Year	Income	Expenditure
1	2013-14	1,21,30,63,651	71,63,87,124
2	2012-13	86,19,27,239	56,17,45,587
3	2011-12	79,10,33,099	53,68,83,899
4	2010-11	71,69,40,831	46,61,80,694

6.4.5 Narrate the efforts taken by the university for resource mobilization.

Continuous efforts are made by University to receive funds under various schemes and projects from Central and State government. Apart from this revision of fees of different courses and other charges takes place from time to time.

6.4.6 Is there any provision for the university to create a corpus fund? If yes, give details.

Yes, the University has Pension Fund, Teachers Welfare Fund and Staff Welfare Fund.

## 6.5 Internal Quality Assurance System

- 6.5.1 Does the university conduct an academic audit of its departments? If yes, give details.

The University conducts an academic audit of its departments through its Internal Quality Assurance Cell which was established on 15<sup>th</sup> December, 2005 with a Committee comprising of experts from various fields for guiding and quality enhancement in the University.

IQAC Committee meets regularly every year since its inception to review and suggest measures for the improvement of academic and administrative activities quality. Annually a Quality Assurance Report in prescribed format is prepared by the university on the basis of information provided by the departments.

- 6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

The measures taken by the university to improve the teaching, learning and evaluation based on the recommendations are:

- Revision and restructuring of syllabi and courses.
- Construction of smart class rooms.
- Greater degree of involvement of stakeholders in academics and research

- 6.5.3 Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Yes, Academic Council is the body which reviews and introduces changes that relates to the structure and operational aspects of various degree, diploma and certificate courses offered by the University.

- The Academic Council is responsible for granting approval to the major revision in the syllabi of any course or restructuring of course.
- The Academic Council is responsible for granting approval to the ordinance/change in ordinance of courses.
- The syllabi/ordinance recommended by the Board of Studies (BOS) in each discipline goes to the Faculty Board and after the approval of Faculty Board it is presented to the Academic Council for final approval.

- 6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

The IQAC has helped in generating overall awareness about quality aspect in academics and research. For this it has conducted workshops and invited experts from different fields for review meetings/discussions. It has given suggestions to the departments regarding improvement areas in academics/research/industry interaction/stakeholders involvement.

The IQAC has also developed an online data collection proforma for department-wise information pertaining to different facets of quality.



6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the university for implementation?

The decisions and suggestions of the IQAC regarding academics/research are regularly placed before appropriate authorities/bodies for implementation.

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

Yes, the IQAC has external members on its panel. These members are from different sectors including: industry, academics, administration, media, literature and society in general. Their invaluable suggestions on discipline, industry-institution linkage, curriculum development, ICT in education, health & hygiene, and on qualitative improvement of different aspects of university functioning have been recorded and implemented from time to time.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

Not yet.

6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

The Vice Chancellor periodically takes meetings of Heads and Deans to discuss the academic progress and functioning of departments and faculties. The Heads/Deans throw light on the functioning of departments/faculties, the progress related with research work and the issues facing them.

Apart from this the Board of Studies in different departments also reviews the syllabi and ordinances regularly.

The Vice chancellor regularly held meetings with the Registrar and Finance Officer to review the administrative and financial aspects related with university working.

From time to time various committees are formed for the review of specific issues pertaining to academics, research, administration, etc.

***Any other information regarding Governance, Leadership and Management which the university would like to include.***

Some of the other good practices introduced by the University are:

- Single Window System – For immediate solution of different students problems
- On line registration of students for examination of various classes
- Coding of all the answerbooks of all the classes and all the examinations before evaluation
- Quick Declaration of examination results through scanning of answerbooks
- Central Evaluation System for timely declaration of results
- Introduction of Semester System in all the courses of the Campus



# Criterion 7

## Innovations & Best Practices

### 7.1 Environment Consciousness

#### 7.1.1 Does the university conduct a Green Audit of its campus?

University management is very much conscious about the environmental issues. Almost two third part of total 206.7 Acres land area of university comprises trees, lawn, garden and playground etc. To generate environmental consciousness in university campus, special seminars and lectures are organized in the university.

- University takes care of greenery on the campus by regular maintenance under the supervision of an officer. Therefore the campus has plenty of open spaces, playing fields and lawns.
- University has numbered the plants and before building construction, University takes permission from forest department if any plant has to be removed.
- Although, there is no formal Green Audit of University Campus, students, teachers and non-teaching staff are well-aware of the concept of 'green culture' and the benefits of enhanced greenery for checking the carbon levels on the campus.
- Building and Construction Department of the University is practicing environment friendly measures for making University a green campus.
- Regular drive for plantation is being effectively implemented.
- The university campus is completely polythene free.
- The university has started on line communication of official letters to its departments on the campus and to all affiliated colleges. Along with this the university has started online examination form submission of near about six lakh students. Both these practices are highly environmental friendly, which result in saving lots of paper every year.

#### 7.1.2 What are the initiatives taken by the university to make the campus eco-friendly?

##### \* Energy conservation

All buildings are designed in a manner that allows unobstructed access to fresh air and light which saves electricity to a large extent. All lights/gadgets are switched off when not in use. At most places bulbs are replaced by compact fluorescent light bulbs (CFLs), which are three to four times more efficient in energy savings; further, the purchase of computers and electronic equipment, Air conditioners, refrigerators etc. with EEC compliance technology are recommended. The planning of buildings (Laboratories, offices, class rooms etc.) with wide windows for better lighting and good ventilation also helps in energy conservation to some extent.



- \* **Use of renewable energy**  
The University is planning to install solar panel. University has also submitted a proposal under RUSA for installation of Solar power plants in the university campus.
- \* **Water harvesting**  
All buildings are located on large size plots. The rain water in the area automatically gets percolated to the ground due to sandy texture of soil and high rate of absorption of water which charges the bore wells nearby. So, virtually no rain water goes waste.
- \* **Check dam construction**  
The soil texture and topography of campus does not allow water logging. The rain water in the area automatically gets percolated to the ground due to sandy texture and high rate of absorption. Therefore check dam construction is not required.
- \* **Efforts for Carbon neutrality**  
The University campus area has a good vegetative cover with low vehicular traffic and hence the resultant emissions are minimal. Though, there being no polluting industry located close to the campus either, yet the measures for carbon neutrality are taken at priority basis. The university campus is completely smoke free campus and even the biodegradable waste is not burnt but it is dumped off in compost pit. The compost prepared is used as manure for horticulture purposes.
- \* **Plantation**  
University stresses a great deal on the environment and environmental consciousness. This is reflected in its rich biodiversity. Its sprawling campus has good plantation making it one of the greenest areas. Tree plantation is done every year with the help of the Forest Department. In addition, university organizes plantation program time to time to promote awareness of plantation.
- \* **Hazardous waste management**  
University Monitoring Committee in accordance with UGC guidelines supervises the procurement, storage, usage and disposal of radioactive and other hazardous materials/chemicals etc. if used.
- \* **e-waste management**  
There is very less amount of e-waste in the university which is dumped in the stores of different departments of university. The University administration is in the process to contact some government approved agency to dispose off e-waste.

## 7.2 Innovations

- 7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.

During last four years the university has initiated many innovations which have created positive impact on the functioning of the university and benefitted the society as well.

### **Linking University and Community through Vermicomposting Programme**

- (i) Vermicomposting programme is running in the university campus in Animal Science Department which is one of the practice that is environment friendly as well as innovative. It was started with the purpose to protect the farmers against the bad impact of chemical fertilizers and to create awareness, provide necessary support and training in using , procuring and producing vermi compost and ultimately reap benefits of organic farming,
- (ii) Under this programme free training is provided to the farmers of Bareilly region, organized awareness programs for the schools/colleges students on organic farming, environmental sustainability and Vermicomposting. The university is working for the “Transfer of technology from Lab to land”.
- (iii) Bio waste is also reused through this practice for producing vermicompost.
- (iv) Through this programme the university is also providing opportunities to the rural youth and the students of any standard to work on the motto “LEARN AND EARN MONEY” by opting Vermicomposting.

### **Introduced Online Examination Form Submission**

On line examination form submission has been introduced as an innovative practice. Major purpose for introducing this process was to make the process of examination easy and student friendly, to save the amount of time spent in manual form filling, to cut the cost of printing of examination forms and to save the wastage of papers.

### **Introduced Bar coding and OMR system on the cover page of examination answer booklets**

The university took a new initiative to replace roll numbers with bar codes on the cover page of the answer booklets of students to maintain the sanctity and objectivity of evaluation system. This practice not only minimized the chances of subjectivity and partiality in evaluation but simultaneously it also expedited the declaration of result as it avoided the manual entry of students’ data in feeding marks in computers.

### **Promoting ICT based teaching learning strategies:**

The university makes best efforts to blend traditional class room teaching with innovative practice. Assignments, lectures and tutorials, presentations, are adopted as regular feature of the teaching method to ensure students’ participation in teaching-learning process. ICT is being used to augment the quality of higher education. Smart class rooms are being used in different departments to impart latest information to the students. Information uploaded on www and e-resources through university websites and in Central library are also used by students.

### **Excavations and exploration under Panchal Museum**

One of the most innovative feature of MJP Rohilkhand University is Panchal Museum. Precious old coins, antiquities, materials of archaeological excavations explored and found at heritage sites are collected and preserved in Panchal museum.





### **Providing Legal assistance to community through Legal Cell**

The Department of Law has established a legal aid cell to provide legal assistance to the people belonging to nearby rural locality.

## **7.3 Best Practices**

- 7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

### **Best Practice-1:**

#### **Online Examination Form Submission and Bar Coding System in Evaluation**

\* Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

Online Examination Form Submission and Bar Coding System has been introduced to the Evaluation system with a view:

- (i) To make easy the process of examination form submission
- (ii) To save the cost of printing of examination forms
- (iii) To save the wastage of papers
- (iv) To ensure the fair and objective evaluation
- (v) To reduce the duration of examination process and expedite declaration of results

\* The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

MJP Rohilkhand University Bareilly is an educational federation of University Departments and Colleges spread over nine districts of Rohilkhand region in Uttar Pradesh. At present with 25 departments in the university campus, it also has 379 affiliated colleges in its jurisdiction. The number of students appearing in the examination is near about 6, 00000 per year. Printing, storage, sale, distribution and transportation of examination form, for such a large population of students was a difficult task. Beside this there were chances of human error in manual form feeding consequently even the result of some students used to be detained due to error. The process was so lengthy that sometime it caused delay in declaration of results.

As a solution to these problems the university has introduced on-line submission of examination forms since 2014.

On the other hand, the traditional evaluation system in which the students used to write their roll numbers on their answer sheets was sometimes regarded as unreliable that carried traits of subjectivity. Therefore to maintain the sanctity and objectivity of evaluation system since 2013 the



university took initiation to replace roll numbers with bar codes. Though in 2013 the bar code system of evaluation was started in some chosen subjects but since 2014 each and every answer book of the university has been bar coded.

\* **The Practice**

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

For on line submission of examination form, the university is using a customized examination form submission software developed by a technical committee of the university with the help of a Government approved software agency. This is a user friendly software that provides help as per the requirements of the students. For this purpose in the university web- site a link has been generated where the students get step by step information regarding filling the form.

At the first step the students go to the link and fill the basic information and upload it on the given link on the university web- site. Then a challan is generated along with registration number. Then the student approaches to the bank authorised by the university with challan and would deposit his/her fees. After depositing the fee, he/she shall be provided with a transaction I D. Then again he will visit University website. When he/ she shall fill the details of his transaction ID and registration number on the related link the examination form shall be available on the website. The student would again fill his necessary details and submit the form after following the instructions regarding subject combinations etc.

After filling the form successfully the candidate submits the form on the website and gets the Hardcopy of the form. Then the candidate approaches to the college chosen by him/her as examination centre and submits hard copy of the form in the college. Then the college checks his form and if all entries are found as per norms the college authenticates the candidate as examinee and forwards the form of the candidate to the university through using its (college's) log in ID.

At the time of examination using his Registration ID the candidate may download his/ her admit card and examination scheme as per the subject combination.

In reference to implementing bar coding system of examination the front page of the answer book is OMR based bar coded (replacing roll number with a secret code – not to reveal the identity of student before the examiner) and cover pages were made OMR based. After evaluation of the answer books, through OMR system the candidate's marks are directly entered in to candidate's data base.

\* **Evidence of Success**

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.



**(i) Time Saving**

This process has saved time in form submission and preparation of data base of students. In the conventional practice the task of filling, checking and feeding of the examination forms manually used to take about 3 months. In the university the data bank of all the examinees was prepared. The process of filling on line examination form has reduced this time up to one-third. The OMR based answer books has also saved time in transferring the data in to computers besides eliminating the chances of human errors in data entry.

**(ii) Reduction in the Cases of RDs**

Earlier when students had to fill their examination forms manually there were chances of human error in feeding the data due to illegible handwriting of some of the students. Sometimes the errors were made on the part of the students. Particularly the first year students who appear in the examination were prone to make errors the reason being insufficient knowledge about filling the form. Due to both these problems, the result of many students used to be detained every year. After implementing this system the number of RDs (result detained) has been reduced significantly.

**(iii) Maintaining Sanctity and Objectivity in Evaluation**

The bar coding system of evaluation has successfully maintained sanctity and objectivity in the evaluation. In addition to speed it has increased accuracy as the human involvement has reduced in the process. Bar coding answer sheets has reduced the time in declaration of result.

**(iv) Cost Effective**

Before implementing this system, the university used to print about six lakhs forms per year that would cost an enormous amount of money about 25 lakhs to be precise. While in the on line examination form submission system, the expenditure has reduced up to 9.5 lakhs.

**(v) Reduced Consumption of Paper**

Each printed examination form was of 8-10 pages in length that consisted of detailed list of code number of colleges and code numbers of various compulsory and optional papers along with the required information about the candidates. On line form submission is an environment friendly practice that has brought down the use of paper to the minimum.

**(vi) Student Friendly Practice**

On top of all the above this practice has been found student friendly. Earlier the students had to stand for hours in long queue to purchase examination forms from the centres/ banks designated for this purpose. Now that task has become extremely easy for the students.

**\* Problems Encountered and Resources Required**

Please identify the problems encountered and resources required to implement the practice (in about 150 words).



The problem encountered in implementing this process is that when the students are not techno friendly they might face certain challenges. Keeping this in view the university has instructed to establish many help centres in its affiliated colleges to provide assistance to all such students.

## **Best Practice-2**

### **Single Window System for Redressal of Students' Problems**

#### **\* Objectives of the Practice**

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

Provision of redressal of students' problems has been done via single window system with the following objectives:

- (i) to redress all the problems of students at one place
- (ii) to address the problem of students in minimum possible time
- (iii) to minimize the chances of conflict among students and university administration
- (iv) to give satisfactory solution to the problems of students

#### **\* The Context**

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

Before implementation of this practice the students of university and affiliated colleges would go from one section of university administrative building to another section for solution of their various problems. For this purpose they used to approach the university administration disturbing routine work of university officials as well as wasting their own time sometimes that would lead to conflict among students and university administration. The process of solving the problem in that manner was also time consuming. To eliminate these hassles single window system was adopted in university campus from the session 2013-14.

#### **\* The Practice**

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

To provide solution to all the problems of students' at one place, the Vice - chancellor has made a Students Problem Redressal Committee consisting of three senior teachers, one deputy registrar level officer and three experienced clerical staff, who remain present in the earmarked room for the single window system. Under this new system the students approach the members of the committee in the Problem Redressal Counter. The committee members hear the problems of students and makes the best efforts to provide immediate solution. In case, if the problems of students are related to duplicate marksheet, provisional certificate, migration



certificate etc. then the committee receives the applications of students and sends them to the concerned sections. The maximum time limit assigned for redressal of the problem is one day.

\* Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

- (i) Before implementation of this practice the students of university and affiliated colleges would usually remain confused and uncertain about whom to approach and where to go for solution of variety of their problems. Now they approach to the Single window counter.
- (ii) Every day about 150 to 200 students approach the university with their problems. Before implementation of this practice, it would require many days to solve the problems of students. Now the problems are addressed through single window in a single day so they remain satisfied as their time and energy is saved.
- (iii) The students do not create hassle in the administration so the routine matter is conducted smoothly.
- (iv) Teachers and employees are available at single place so most of the problems of students are immediately resolved.
- (v) After implementation of single window system no major students' agitation has taken place.

\* Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

It has been observed that in single window system, when the number of students exceeds, then sometimes it becomes unmanageable. In that condition the university has to depute extra workforce to tackle the situation.

Normal office infrastructure with official staff and the experienced teacher and employees having positive approach towards students who patiently listen the problem and make sincere efforts to solve the same are the only resources required.



# *Annexure*




Self-Study Report for Accreditation by NAAC  
MJP Rohilkhand University, Bareilly (U.P.)





## Gazette Notification for Establishment of the University

रजिस्ट्रार नं. ए.डी. 4



# सरकारी गजट, उत्तर प्रदेश

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## उत्तर प्रदेशीय सरकार द्वारा प्रकाशित

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### असाधारण

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लखनऊ, शनिवार, 15 फरवरी, 1975

सांघ 26, 1896 शक सम्वत्

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उत्तर प्रदेश सरकार

शिक्षा अनुभाग-10

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संख्या शिक्षा-10-1135/15-46(11)-74

लखनऊ, 15 फरवरी, 1975

प्रधिसूचना

उत्तर प्रदेश विश्वविद्यालय (पुनः अधिनियमित तथा संशोधित) अधिनियम, 1974 (उत्तर प्रदेश अधिनियम संख्या 29, 1974), जिसे आगे उक्त अधिनियम कहा गया है, द्वारा यथा पुनः अधिनियमित तथा संशोधित उत्तर प्रदेश राज्य विश्वविद्यालय अधिनियम, 1973 (राष्ट्रपति अधिनियम संख्या 10, 1973) की धारा 4 की उपधारा (1 क) के अधीन शक्तियों का प्रयोग करके राज्यपाल दिनांक 15 फरवरी, 1975 को ऐसा विनियम करते हैं जिन से उपर्युक्त अधिनियम की अनुसूची में विनिर्दिष्ट सम्बन्ध क्षेत्रों के लिए बरेली में बहुसंख्य विश्वविद्यालय की स्थापना की जायगी।

2--उक्त अधिनियम की धारा 4 की उपधारा (1-इ) के अधीन शक्तियों का प्रयोग करके राज्यपाल उपर्युक्त विश्वविद्यालय की अन्तरिम कार्य परिषद् भी गठित करते हैं, जिसमें निम्नलिखित होंगे:—

- (1) कुलपति, जो अध्यक्ष होंगे।
- (2) प्रधानाचार्य, आई० बी० आर० आई०, बरेली।
- (3) प्रधानाचार्य, बरेली कालेज, बरेली।
- (4) प्रधानाचार्य, एस० जी० एन० गर्ल्स डिग्री कालेज, बरेली।
- (5) प्रधानाचार्य, वर्धमान डिग्री कालेज, बिजनौर।
- (6) प्रधानाचार्य, राजा कालेज, रामपुर।
- (7) प्रधानाचार्य, गोकुलदास हिन्दू गर्ल्स कालेज, मुरादाबाद।
- (8) प्रधानाचार्य, गांधी फौजाम डिग्री कालेज, बाराबंकी।
- (9) उप शिक्षा निदेशक, बरेली संकल, बरेली।
- (10) श्री चमन्दा बंस, पीसीसीटी रोड, बरेली।





- (11) श्री ऐनी लाल नाथी, एम० एल० सी०, मुरादाबाद ।
- (12) श्री राम गोपाल घंश, बदायूँ ।
- (13) श्री रानी चन्द्रावती, पुत्री सेठ गोविन्द दास, पीलीभीत ।
- (14) श्री जीतेन्द्र प्रसाद, एम० पी०, शाहजहाँपुर ।
- (15) श्री क्रांति कुमार, एम० एल० ए०, बिजनौर ।

3—उक्त अधिनियम की धारा 4 की उपधारा (1-ख) के अधीन शक्तियों का प्रयोग करके राज्यपाल यह भी निश्चय करते हैं कि उपर्युक्त अग्रिम प्राधिकारी उक्त अधिनियम के अधीन सभा तथा विद्या परिषद् द्वारा प्रयोज्य तथा निर्वहणीय शक्तियों, कर्तव्यों तथा कृत्यों का भी प्रयोग और निर्वहन करेंगे ।

4—उक्त अधिनियम की धारा 4 की उपधारा (5) तथा (6) के अधीन शक्तियों तथा शर्तें अन्य समस्त समर्थकारी शक्तियों का प्रयोग करके राज्यपाल निम्नलिखित निवेदन भी करेंगे :—

(र) जब तक कि उक्त अधिनियम की धारा 50 की उपधारा (1) के अधीन उक्त विश्वविद्यालय के लिए प्रथम परिनिर्णय न बन जाय और धारा 52 की उपधारा (2) के अधीन प्रथम अध्यादेश न बन जाय, तब तक आगरा विश्वविद्यालय के परिनिर्णय, अध्यादेश तथा विनियम, आवश्यक परिवर्तनों सहित, तथा ऐसे अनुकूलनों के साथ जिन्हें राज्य सरकार द्वारा समय-समय पर गजट में अधिसूचना द्वारा बनाया जाय, तथा आगे गया उपबन्धित के अधीन रहते हुए, उक्त रहलखण्ड विश्वविद्यालय के कार्यकलापों को नियंत्रित करेंगे ।

(ख) उक्त विश्वविद्यालय की अधिकारिता के अन्तर्गत आने वाले क्षेत्रों में स्थित किसी भी कालेज के प्रत्येक छात्र को, जो विश्वविद्यालय की स्थापना के ठीक पूर्व आगरा विश्वविद्यालय की उपाधि के लिए अध्ययन कर रहा था अथवा उसके लिए परीक्षा में बैठने के लिए पात्र था, उक्त उपाधि के पाठ्यक्रम को पूरा करने की अनुज्ञा दी जायेगी, और ऐसे छात्र के शिक्षण तथा उसकी परीक्षा के लिए आगरा विश्वविद्यालय द्वारा आवश्यक प्रवन्ध किया जायगा जो ऐसी परीक्षा का फल घोषित करेगा और तत्पश्चात् रहलखण्ड विश्वविद्यालय ऐसी घोषणा के आधार पर अपनी उपाधि प्रवृत्त करने के लिए सक्षम होगा ।

(ग) जब तक कि अधिनियम के उपबन्धों के अनुसार किसी उपकुल सचिव या सहायक कुल सचिव की नियुक्ति नहीं की जाती, कुलपति, राज्य सरकार के पूर्व अनुमोदन से उप कुल सचिव या सहायक कुल सचिव को पद की अस्थायी नियुक्ति द्वारा भर सकता है ।

(घ) जब तक कि उक्त विश्वविद्यालय में वित्त अधिकारी की नियुक्ति नहीं की जाती, तब तक अधिनियम के अधीन वित्त अधिकारी के कृत्य कुल सचिव द्वारा सम्पादित किये जायेंगे ।

(ङ) आगरा विश्वविद्यालय के परिनिर्णयों, अध्यादेशों तथा विनियमों में ऐसे संशोधन के लिए, जो इस अधिसूचना के उपबन्धों को प्रभावी बनाने के लिए आवश्यक हों, और उक्त अधिनियम की धारा 4 की उपधारा (6) के खण्ड (क), (ख) तथा (ग) में विनिर्दिष्ट अन्य विषयों के सम्बन्ध में, समय-समय पर राज्य-सरकार द्वारा गजट में अधिसूचना द्वारा अप्रति उपबन्ध बनाये जा सकेंगे ।

संख्या शिक्षा-10-1136/15-46 (11)-74

उत्तर प्रदेश विश्वविद्यालय (पुनः अधिनियमित तथा संशोधन) अधिनियम, 1974 (उत्तर प्रदेश अधिनियम संख्या 29, 1974) द्वारा गया पुनः अधिनियमित तथा संशोधित उत्तर प्रदेश राज्य विश्वविद्यालय अधिनियम (राष्ट्र-पति अधिनियम संख्या 10, 1973) की धारा 37 की उपधारा (1) के अधीन शक्तियों का प्रयोग करके राज्यपाल घोषणा करते हैं कि इस अधिसूचना के प्रकाशित होने के दिनांक से उक्त धारा 37 रहलखण्ड विश्वविद्यालय, बरेली पर लागू होगी ।

संख्या शिक्षा-10-1137/15-46 (11)-74

उत्तर प्रदेश विश्वविद्यालय (पुनः अधिनियमित तथा संशोधन) अधिनियम, 1974 द्वारा पुनः अधिनियमित तथा संशोधित उत्तर प्रदेश राज्य विश्वविद्यालय अधिनियम, 1973 की धारा 4 की उपधारा (1-ख) के खण्ड (क) द्वारा प्रदत्त शक्ति का प्रयोग करके, राज्यपाल डॉ० ए० ए० रतूड़ी को दिनांक 15 फरवरी, 1975 से रहलखण्ड विश्वविद्यालय, बरेली का अतिरिक्त कुलपति नियुक्त करते हैं ।



उत्तर प्रदेश क़ानूनसभ संसद, 15 फरवरी, 1975

3

In pursuance of the provisions of clause (3) of Article 348 of the Constitution, the Governor is pleased to order the publication of the following English translation of notification no. Shiksha (10)/1135/XV-46(11)-74, dated February 15, 1975:

No. Shiksha (10)/1135/XV-46(11)-74

In exercise of the powers under sub-section (1-A) of section 4 of the Uttar Pradesh State Universities Act, 1973 (President's Act no. 10 of 1973) as re-enacted and amended by the Uttar Pradesh Universities (Re-enactment and Amendment) Act, 1974 (U.P. Act no. 29 of 1974), (hereinafter referred to as the said Act), the Governor is pleased to appoint February 15, 1975, as the date from which a University of Rohilkhand at Bareilly, shall be established for the concerned areas specified in the Schedule to the said Act.

2. In exercise of the powers under sub-section (1-B) of section 4 of the said Act, the Governor is further pleased to constitute the interim Executive Council of the aforesaid University which shall consist of the following:—

- (1) The Vice-Chancellor, who shall be the Chairman,
- (2) The Principal, I.V.R.I., Bareilly.
- (3) The Principal, Bareilly College, Bareilly.
- (4) The Principal, S.G.N. Girls Degree College, Bareilly.
- (5) The Principal, Bardhaman Degree College, Bijnor.
- (6) The Principal, Raza College, Rampur.
- (7) The Principal, Gokuldas Hindu Girls College, Moradabad.
- (8) The Principal, Gandhi Faize-e-Am Degree College, Shahjahanpur.
- (9) The Deputy Director of Education, Rohilkhand Region, Bareilly.
- (10) Sri Dharam Dutt Vaidya, Pillibhit Road, Bareilly.
- (11) Sri Chhedi Lal Sathi, M.L.C., Moradabad.
- (12) Sri Ram Gopal Vaish, Budaun.
- (13) Smt. Rani Chandrawati, d/o Seth Govind Das, Pillibhit.
- (14) Sri Jitendra Prasad, M.P., Shahjahanpur.
- (15) Sri Kranti Kumar, M.L.A., Bijnor.

3. In exercise of the powers under sub-section (1-B) of section 4 of the said Act, the Governor is also pleased to direct that the aforesaid interim authority shall also exercise and discharge the powers, duties and functions exercisable or dischargeable under the said Act by the Court as well as by the Academic Council.

4. In exercise of the powers under sub-sections (5) and (6) of section 4 of the said Act and all other powers enabling him in that behalf, the Governor is also pleased to direct as follows:—

(a) Until the First Statutes for the said University are made under sub-section (1) of section 50, and the First Ordinances are made under sub-section (2) of section 50 of the said Act, the Statutes, Ordinances and Regulations of the University of Agra shall, *mutatis mutandis*, and with such adaptations as may be made by the Government from time to time by notification in the Gazette, and subject to the provisions provided, govern the affairs of the said University of Rohilkhand.

(b) Every student of any of the colleges situate in the areas falling under the jurisdiction of the said University who, immediately before the establishment of the University, was studying for or was eligible to appear in an examination for a degree of the University of Agra shall be permitted to complete his course for that degree, and necessary arrangements for the instructions and examination of such student shall be made by the University of Agra, which shall declare the result of such examination, and thereupon, the University of Rohilkhand shall be competent to confer its degree on the basis of such declaration.

(c) For so long as a Deputy Registrar or Assistant Registrar is not appointed in accordance with the provisions of the Act, the Vice-Chancellor may, with the previous approval of the State Government, fill the post of Deputy Registrar or Assistant Registrar by temporary appointment thereto.

(d) Until a Finance Officer is appointed in the said University the functions of the Finance Officer under the Act shall be performed by the Registrar.





Annex 01(p. 4/4)

उत्तर प्रदेश असाधारण गजट, 15 फरवरी, 1975

(e) Further provisions for the amendment of the Statutes, Ordinances and Regulations of the University of Agra, as may be necessary to give effect to the provisions of this notification, and in regard to other matters specified in clauses (a), (b) and (c) of sub-section (6) of section 4 of the said Act may, from time to time, be made by the State Government by notification in the *Gazette*.

In pursuance of the provisions of clause (3) of Article 348 of the Constitution, the Governor is pleased to order the publication of the following English translation of notification no. Shiksha (10) 1136/XV-46(11)-74, dated February 15, 1975:

No. Shiksha (10) 1136/XV-46 (11)-74

In exercise of the powers under sub-section (1) of section 37 of the Uttar Pradesh State Universities Act, 1973 (President's Act no. 10 of 1973) as re-enacted and amended by the Uttar Pradesh Universities (Re-enactment and Amendment) Act, 1974 (U.P. Act no. 29 of 1974) the Governor is pleased to declare that with effect from the date of publication of this notification the said section 37 shall apply to the University of Rohilkhand at Bareilly.

In pursuance of the provisions of clause (3) of Article 348 of the Constitution, the Governor is pleased to order the publication of the following English translation of notification no. Shiksha (10) 1137/XV-46(11)-74, dated February 15, 1975:

No. Shiksha (10) 1137/XV-46(11)-74

In exercise of the powers conferred by clause (a) of sub-section (1-B) of section 4 of the Uttar Pradesh State Universities Act, 1973, as re-enacted and amended by the Uttar Pradesh Universities (Re-enactment and Amendment) Act, 1974 the Governor is pleased to appoint Dr. A. S. Raturi as interim Vice-Chancellor of the University of Rohilkhand at Bareilly with effect from February 15, 1975.

आज्ञा से,  
शशि भूषण शरण,  
भाष्यक एवं सचिव ।

## Letter from UGC Regarding Recognition Under Section 12 (B)

UNIVERSITY GRANTS COMMISSION  
CHANDI SEKTAR, NEW DELHI-110002

November, 1993

NO. U.G.C.-7/93 ( CDP-1 )

OFFICE MEMORANDUM 2 NOV 1993

The Rohilkhand University, Bareilly was established on 15th February, 1975 by the Uttar Pradesh Government notification No. 10-1135/15-40.(ii)-74. The name of the said University was included in the list of Universities maintained by the University Grants Commission under Section 2 (F) of the U.G.C. Act, 1956.

The above University is hereby declared fit to receive central assistance in terms of the rules framed under Section 12-B of the U.G.C. Act, 1956.

( DR. P.H. SETHUMADHAVA CAU )  
JOINT SECRETARY

Copy to :-

1. The Registrar, Rohilkhand University, Bareilly-243001.
2. The Secretary to the Government of India, Ministry of Human Resource Development ( Department of Education ) New Delhi.
3. The Secretary to the Government of Uttar Pradesh, ( Higher Education Deptt. ) Lucknow.
4. J.S. (3), UGC, New Delhi.
5. S.O. ( SU-II ), UGC, New Delhi.
6. S.O. ( FD-III ), UGC, New Delhi.
7. All Officers/Sections, UGC, New Delhi.

( D D MEHTA )  
SECTION OFFICER





Annex 03



## M.J.P. Rohilkhand University, Bareilly

### List of Academic Programmes Offered in the University Campus

U. G. Programmes		
B.Ed.	B. Tech. (Comp. Sc. and Information Tech.)	B. Tech. (Mechanical Engineering)
B. Pharma	B. Tech. (Electrical Engineering)	B. Tech. (Electronics & Instrumentation)
Bachelor of Hotel Mgt. & Catering Tech.	B. Tech. (Electronics & communication)	B. Tech. (Chemical Engineering)
P. G. Programmes		
M.A. (Applied & Regional Economics)	M.Sc. (Applied Physics)	M.B.A. (General)
M.A. (Ancient History & Culture)	M.Sc. (Applied Chemistry)	M.B.A. (Marketing)
M.A. (Applied English)	M.Sc. (Applied Mathematics)	M.B.A. (Part Time)
M.A. (Applied & Clinical Psychology)	M.Sc. [Animal Science (Zoology)]	M.Ed.
M.A. (Applied Philosophy)	M.Sc. [Plant Science (Botany)]	M.S.W.
M.Pharm (Pharmacology)	L.L.M.	
M.Pharm (Pharmaceutics)	M.C.A.	
M. Phil. Programmes		
M.Phil. (Applied & Regional Economics)	M.Phil. (Ancient History & Culture)	
Ph. D. Programmes		
Ph. D. in History/Ancient History	Ph. D. in Animal Science/ Zoology	Ph. D. in Philosophy/Applied Philosophy
Ph. D. in Economics/Applied & Regional Economics	Ph. D. in Plant Science/Botany	Ph. D. in Chemistry/Applied Chemistry
Ph. D. in Education	Ph. D. in English/Applied English	Ph. D. in Computer Science & Information Technology
Ph. D. in Mathematics	Ph. D. in Law/Legal Studies	
Ph. D. in Physics	Ph. D. in Management	
P. G. Diploma Programmes		
Advanced P.G.D.C.A.	P.G. Diploma in Women Empowerment and Development	
P.G. Diploma in Electronic Journalism & Mass Communication	P.G. Diploma in Entrepreneurship Development	

## NAAC Certificate of University EC/35/045 Dt. 28/02/2005



**राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद**  
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान  
**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
An Autonomous Institution of the University Grants Commission

***Certificate of Accreditation***

*The Executive Committee of the  
National Assessment and Accreditation Council  
on the recommendation of the duly appointed  
Peer Team is pleased to declare the*

***Mahatma Jyotiba Phule Rohilkhand University**  
Doli Lal Agarwal Marg, Bareilly, Uttar Pradesh as*

***Accredited**  
at the **B<sup>+</sup>** level.*

Date : February 28, 2005



  
Director

- This certification is valid for a period of Five years with effect from February 28, 2005
- An institutional score (%) in the range of 55-60 denotes C grade, 60-65-C<sup>+</sup> grade, 65-70-C<sup>++</sup> grade, 70-75- B grade, 75-80- B<sup>+</sup> grade, 80-85-B<sup>++</sup> grade, 85-90- A grade, 90-95-A<sup>+</sup> grade, 95-100-A<sup>++</sup> grade (upper limits exclusive)



## Quality Profile

Name of the Institution : Mahatma Jyotiba Phule Rohilkhand University  
Place : Doli Lal Agarwal Marg, Bareilly, Uttar Pradesh

Criterion	Criterion Score (Ci)	Weightage (Wi)	Criterion X Weightage (Ci x Wi)
I. Curricular Aspects	73	15	1095
II. Teaching-learning and Evaluation	81	25	2025
III. Research, Consultancy and Extension	76	15	1140
IV. Infrastructure and Learning Resources	72	15	1080
V. Student Support and Progression	71	10	710
VI. Organisation and Management	78	10	780
VII. Healthy Practices	71	10	710
		100	$\Sigma C_i W_i = 7540$

$$\text{Institutional Score} = \frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{7540}{100} = 75.40$$

*Handwritten Signature*  
Director

EC/35/045

## NAAC Certificate of FEAS EC/35/046 Dt. 28/02/2005

  
**राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्**  
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान  
**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
An Autonomous Institution of the University Grants Commission

***Certificate of Accreditation***

*The Executive Committee of the  
National Assessment and Accreditation Council  
on the recommendation of the duly appointed  
Peer Team is pleased to declare the*

*Faculty of Education & Allied Science  
Mahatma Jyotiba Phule Rohilkhand University  
Doli Lal Agarwal Marg, Bareilly, Uttar Pradesh as*

**Accredited**  
*at the A<sup>+</sup> level.*

Date : February 28, 2005



*Unacad*  
Director

- This certification is valid for a period of Five years with effect from February 28, 2005
- An institutional score (%) in the range of 55-60 denotes C grade, 60-65-C' grade, 65-70-C'' grade, 70-75- B grade, 75-80- B' grade, 80-85-B'' grade, 85-90- A grade, 90-95-A' grade, 95-100-A'' grade (upper limits exclusive)



## Quality Profile

Name of the Institution : Faculty of Education & Allied Science  
Mahatma Jyotiba Phule Rohilkhand University  
Place : Doli Lal Agarwal Marg, Bareilly, Uttar Pradesh

Criterion	Criterion Score (Ci)	Weightage (Wi)	Criterion X Weightage (Ci x Wi)
I. Curricular Design and Planning	91	15	1365
II. Curriculum Transaction and Evaluation	91	25	2275
III. Research, Development and Extension	91	15	1365
IV. Infrastructure and Learning Resources	95	20	1900
V. Student Support and Progression	87	10	870
VI. Organisation and Management	85	15	1275
		100	$\Sigma C_i W_i = 9050$

$$\text{Institutional Score} = \frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{9050}{100} = 90.50$$

*U. Asad*  
Director

EC/35/046

## NAAC - Peer Team Report for Institutional Accreditation of M.J.P. Rohilkhand University, Bareilly

*NAAC for quality and excellence in Higher Education*

### Assessment Report for Institutional Accreditation of M.J.P. Rohilkhand University, Bareilly

M.J.P. Rohilkhand University, Bareilly, Uttar Pradesh volunteered to be assessed by the National Assessment and Accreditation Council and conducted the preliminary self study. The Self Study Report was submitted to NAAC by university. A peer team was constituted by NAAC to visit the university and validate the SSR. The peer team, consisting of Prof. Mahesh P. Kapoor as Chairperson and Prof. S.M. Chatterjee, Prof. L.N. Dahiya, Prof. R.S. Bawa, Prof. Mamata Satapathy and Prof. R.S. Khan as Members and Dr. Latha Pillai as Co-ordinator, visited the university for three days, 8<sup>th</sup> - 10<sup>th</sup> December 2004.

#### Introduction :

The M.J.P. Rohilkhand University, Bareilly, carved out of the then Agra University was established in 1975 under the State Govt. Act. as an affiliating university under section 2f of the UGC Act. It was upgraded in 1985, to affiliating-cum-residential university. Located on a 206 acres of land, this urban university started with four teaching departments. It was granted 12 B status of the UGC Act in 1993. At present, there are 18 university teaching departments, 46 government funded and 50 self-financing colleges affiliated with the university. The university through its 6 faculties located on the campus offers, 16 Post graduate, 04 Under graduate, 02 Diploma, 02 Post graduate diploma, 02 M.Phil and 15 Doctoral programmes. The core programmes are mainly at masters level while professional, technical and vocational programmes belong to under graduate level. The former include Master degree in Ancient History and

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## Annex 06 (p. 2/19)

### *NAAC for quality and excellence in Higher Education*

Culture, Applied and Regional Economics, Plant Science, Animal Science, Education, Law, M.C.A. and Business Administration while the latter encompass degree courses in six disciplines of Engineering and technology, three courses in specialised education, one course in pharmacy etc. Self financing programmes e.g. in faculty of Engineering & Technology are a source of substantial income.

The Goals and Objectives of the University are to disseminate knowledge in various streams of higher education through learning programmes imparting Certificates, Diplomas, Degrees, Postgraduate Degrees, M.Phil., Doctor of Philosophy, Doctor of Literature, D.Sc. and to establish standards of higher education in specialised fields.

The university at present has 112 permanent 98 temporary and seven part-time teachers besides 268 non-teaching and 50 technical staff members. The total strength of students on the campus is 2658 (1808 in U.G. and 835 in P.G. and 15 in M.Phil). Out of 1521 Ph.D. scholars registered in the University, 79 scholars were registered during 2003-04. Most of these are part time scholars. The drop out rate in the last two batches was 8.9 percent and 9 percent in UG, and in PG it was 6.7 percent and 6.97 percent. The success rate relating to these batches was 82.64percent and 80.79percent in UG and in PG it was 79.5percent and 78.66percent. The unit cost of education including the salary component comes out to be Rs.12606/. The temporal plan of academic work is both semester system and annual system. The support services available in the university are in the form of Central Library, Computer Centre, Primary Health Centre, Sports facilities, Hostels, Guest House, Housing, Canteen, Grievance Redressal Cell, Non resident centre, Bank and Post office. During the last five years 38 students have passed UGC-CSIR (NET), 160

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have passed GATE, 01 Indian Civil Services, 10 have passed GRE , 01 has passed TOEFL and 15 UGC-CSIR/GATE qualified candidates have been registered for research in the university. The institution has observed 260 working days and 180 teaching days during the last three years. There are 38494 books in the library for circulation amongst users and the library is subscribing to 35 national and 5 international journals/periodicals.

The faculty profile of the university requires attention for improvement. There are only 50% of the total faculty members who possess a P.G. degree. Most of the beginner departments do not have senior faculty members to constitute a peer group and guide the young ones. While the regular faculty members are all on scale, temporary and part-time faculty members are on a consolidated salary of Rs. 8000/-, Rs. 6000/- or Rs. 5000/- p.m. Some of the faculty members, on consolidated salary have been in the system for as long as seven to eight years and their morale is too low which is not at all conducive to the healthy academic environment on campus. It has been reported that the consolidated salary of all those who do not possess UGC qualifications are being paid Rs. 5000/- p.m. from this year.

**Affiliating Functions of the University :**

There are 96 affiliated colleges consisting of 46 Govt. funded and 50 Self-financing colleges which are running courses in the faculties of Agriculture, Arts, Commerce, Dental and Science, apart from those existing on the campus. The university has well established procedure and rules regarding affiliation of new institutions and permitting additional programmes of study to already affiliated institutions. The university

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provides a wide range of programmes to the colleges to choose from. The total number of students enrolled in affiliating colleges during the current academic session is 1,55,205 at U.G. and 46,479 at the PG level. The temporal plan of academic work has mainly been annual system since the inception of the university. The university gets 1022 question papers set for various examinations conducted every year. The evaluation of answer scripts is done through central system of evaluation. 722 and 534 cases of unfair means were reported during the last two university examinations. The students indulging in malpractices are debarred from one to three years on the recommendation of a high power statutory committee. The university has computerised the examination system.

There is no Dean/Director Colleges, as of now, but there exists a college development council in the university to address and advise the affiliated colleges regarding their problems and development. The college development council consists of the Vice-Chancellor, ex-officio Chairman, Co-ordinator and Members from amongst senior faculty of the university and senior principals from the affiliated colleges.

There is a need to evolve a mechanism to conduct academic audit of the affiliated colleges on a regular basis and to help them in improving their performance.

Faculty of Education (FOE) of the university has been assessed and accredited independently by a subset of the Peer Team of NAAC as per the norms laid down by MOU between NAAC and NCTE. The report on FOE is being submitted separately. This report on the assessment and accreditation of M.J.P. Rohilkhand University, Bareilly does not include Faculty of Education in what follows in succeeding paragraphs and evaluation.

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*NAAC for quality and excellence in Higher Education***Criterion-Wise inputs****Criterion -I Curricular Aspects**

The Goals and Objectives of the University are to disseminate knowledge in various streams of higher education (Degree, P.G., Research etc.), to organise collegiate higher education in Rohilkhand region and to establish standards of higher education in specialised fields. The institutional mission and goals are reflected in the curricula. The university has introduced six B.Tech courses in electrical, electronics, instrumentation, computers, Mechanical and chemical engineering. Apart from imparting traditional courses at PG level, the University has introduced a few interdisciplinary and need based UG courses. Most of these courses are self-financing. The courses are periodically reviewed through statutory mechanism of Board of Studies and course contents are upgraded, although not uniformly for all subjects. The mechanisms used for formulating the curricular content of new programmes are through regular boards of studies, expert committees, national curricular sources. It takes six months to one year to introduce a new programme of study after it has been conceptualised. Laboratory work, field work and projects are incorporated in PG courses. In PG courses, sufficient time is allocated for practicals, field work and minor projects. UG courses also have laboratory, project or field work as per the discipline. The university has opted modular course design as per UGC guidelines in most of the subjects.

The University may do well to ensure revision of all syllabi so as to incorporate the changes suggested by the U.G.C. and make it comparable to the best in the relevant field. The university also needs to establish

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networking of academic sectors. The Computerisation and upgradation of central library with the help of appropriate software is also needed.

**Criterion II : Teaching-Learning and Evaluation**

The students are selected for admission to various courses on the basis of merit through a transparent process. There is a departmental library in the institute of Engg. & Technology. Central library has, as of now no books in Engineering & Technology. The class-room teaching-learning process is supplemented with other modes e.g. projects, internship, field training, seminars etc.

The university provides bridge/remedial courses to the educationally disadvantaged students. The classes for weaker section (SC/ST) are conducted as per instructions of the state government from time to time. The institution observed 260 working and 180 teaching days during the last two years. The ratio of regular to temporary teachers is almost 1:1. Thirty four faculty members were recruited in the year before last. The ratio of teaching to non-teaching staff is 2:3. The semester scheme courses are evaluated internally as well as externally. The courses of annual system are evaluated through central evaluation. To ensure the achievement of the course objectives, the question papers are set to cover the entire syllabus prescribed for the subject inclusive of objective type, short answer and long answer questions. The examinations are conducted in March-May of each academic session and results are declared by the end of June. Sixty five percent of the total non-plan budget is allocated to the academic programmes. The success rate of graduating students of various disciplines in All India based competitive examinations such as IES, IAS, GATE, UGC-NET, SLET etc. is fairly

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satisfactory. A Media Centre has been established to develop teaching-learning resource material, transformation to visual production and visual documentation of precious documents and monuments.

The Institution follows self appraisal method to evaluate the performance of the teachers in terms of teaching, research and job performance. The teachers are evaluated for promotion on the basis of their research profile and other abilities required for development of the respective departments. 19 and 17 members of faculty have been benefited from faculty development programmes organised by the university and other organisations respectively during the last two years. Five members have availed study leave and 3 members have availed sabbatical leave during the last two years. Some teachers of the University have established national and international linkages for teaching and research. Some departments like department of Animal Science and Ancient History & Culture have established academic connections with educational institutions in the country and abroad. Some departments have organised refresher courses and seminars. Indian History Congress-2004 and a International Conference in Pharmaceutical Science are scheduled to be held at the University. Some faculty members have won awards and earned recognitions.

The University has maintained a good record of conducting examinations in time and timely declaration of results. There is a dire need to develop and strengthen Laboratories of various new departments and modernize the laboratory facilities of older departments. Though work on computer networking has just started it should be augmented and completed as soon as possible to provide access to internet from all buildings on the campus including hostels.

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**Criterion III : Research, Consultancy and Extension**

Some of the departments in the university are actively pursuing research work. Only forty percent of the regular faculty members are involved in research activities. 79 students have been registered as research scholars during the current academic year. Six international and 264 national research papers have been published by the faculty in the referred journals during the last three years. The institution has ongoing research projects in various departments- Animal Sciences-three, Ancient History and Culture- three, Law-one, Business Mgt. & Adm.-two and Pharmacy-one etc. The institution provides various research facilities on the campus through its Media Centre, existing sophisticated instruments and peripherals due emphasis on carrying out innovative experimental design and Archaeological Museum. The Central Library of the university has around 15000 books in its reference section and subscribes to 40 journals of various core subjects. Adequacy, digitalisation, modernisation and optimal use of the Central Library has not been observed.

The broad areas of consultancy services provided by the university during the last three years are Rehabilitation Counselling Centre for Disability Management, Counselling and Psychotherapy. The finance generated through consultancy services by the faculty during the last two years was approximately Rs.65,000/- which is quite inadequate keeping infrastructure into consideration. Engineering & Technology department require active participation in consultancy services and research guidance. For this both physical and manpower infrastructure needs substantial augmentation.

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The broad areas of various extension activities of the institution are community development, social work, health and hygiene awareness, Adult education and literacy, Aids awareness and environment awareness. Extension activities are organised through the Co-ordinator of NSS mainly through N.S.S. units of the affiliated colleges. On the campus two N.S.S. units have been recently setup. Deptt. of Adult education provides training and organizes various awareness programmes concerning community development in rural areas as well as offering courses on women empowerment etc.

To promote research, the university has to recruit senior faculty and also ensure that all teachers are appointed on permanent basis. The institute needs to publicise the expertise available for consultancy services. The institution also needs to designate a whole time person for promotion of research and extension activities. More units of NSS are required for wider participation of students.

**Criterion IV : Infrastructure and Learning Process**

The university has a campus area of 206 acres. The physical facilities include Administrative Block, Departmental buildings with lecture theatres, rooms and chamber for teachers, a multipurpose hall, laboratories, a museum, out door stadium, three hostel for boys and one hostel for girls, accommodation for teaching and non-teaching staff, post office, cafeteria, P.C.O., Zerox shop, bank, etc. The university has its own water supply system. All departments have good approach in the form of metalled roads. The institution plans to augment the infrastructure and to keep pace with academic growth through the grant from UGC under plan scheme as well as sponsored projects from

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CSIR/ICAR/AICTE/DST and other Govt. of India funding agencies. The university ensures maintenance of its infrastructure through periodic, preventive and corrective maintenance. The university ensures optimum use of its infrastructure facilities through time management amongst the components of the institution.

The Institution has no advisory committee for the library nor does it provide as of now, book bank facility. The library has a total number of 38494 books for circulation amongst users. The ratio of library books to number of students enrolled is 15:1. The university has added 1399 books worth Rs.222155/- during the year before last and 1357 books worth Rs.1239409/- during the last year. The university does not make use of INFLIBNET/IUC facilities. The library subscribes to various Quarterly/monthly magazines and daily newspapers for regular readers. The University uses the computer labs of the department of Computer Science & I.T. department as computer facility for the campus. This facility is available for fixed hours to the students of other departments. This is quite insufficient. Moreover, the hardware available needs upgradation. One Computer literacy programme has been conducted for the training of the 22 university employees. Computers are maintained through annual maintenance contracts. The university has a primary health centre headed by a qualified visiting doctor, a pharmacist, a pathologist and other ministerial staff. However, it does not have any lady doctor and or/lady nurse. Medical facility, on the campus is insufficient, as of now.

The sports facilities available are in the form of a multipurpose hall for indoor games (Table Tennis, Chess, Badminton etc.). Athletic ground, Cricket field, Basket Ball and Volley Ball court exist which are yet to be

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fully developed and maintained for regular use. Incentives are given to outstanding sports persons. Even though there is no post of full time Director Sports as yet, from the affiliated colleges 382 students have participated at the Regional Level and 174 students participated at the National level during the last two years. They have won one Bronze medal at Regional level and 6 gold, 3 silver and 1 bronze medal at the National level.

The various welfare programmes available in the university include teachers and employees welfare fund, PF loan facility, vice-chancellor's discretionary fund, vehicle loan, house-building loan, festival loan, wheat loan etc.

The Vice Chancellor is the sole authority to resolve all disputes of teaching faculty and employees.

Although some efforts are under way yet further thrust is required, for the expansion of existing library facilities, computerization of the library, installation of more reprographic units, central computer center, computer labs, computer aided learning packages, latest equipments for the science labs, university's own press and publication department, establishment of public relations department, creating and filling the post of Director, Sports and Youth Welfare, physical instructors to train students in games, sports, body-building and yogic exercises etc.

**Criterion V : Student Support and Progression**

About 90 percent of the students admitted are from the same state and the remaining 10 percent are from outside. The pass percentage of students appearing for the qualifying examination after completing minimum period of study for the session 2003-04 was 70 percent and

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drop out rate was 3.5 percent. The Institution collects teaching and campus environment feedback from students regularly through the representatives of different disciplines. The institution publishes its updated prospectus annually. Various financial aids available to the students are from central government/state government. A total number of 1179 students of various categories received financial aid during the last two years. The institution has a State Govt. managed employment guidance cell. The teaching faculty provides counselling to the students for various vacancies through personal resources and contacts. About 15 percent of the graduating students could get employment through placement counselling/services during the last year. The employment cell encourages the students to be self employed. The institution has yet to setup a placement cell at the university level and to have a full time placement officer.

The policies and criteria for admission, rules and regulations and facilities available are made clear to the prospective students through advertisements with full details in national and regional dailies. The admission policy of the institution with regard to overseas students is prescribed by the Central/State government. The recently setup NSS facility provides opportunity to students to engage in social services. The DSW office makes available scholarships and fee concessions to students of weaker sections/SC/ST/OBC etc. under different schemes of the government.

The various recreational/leisure time facilities available to students are quite limited and confined to few Indoor and outdoor sport facilities. These require augmentation including their being made available in the hostels.

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The university needs to establish a placement cell and to appoint a regular placement officer. The institution could make efforts to form its Alumni Association and get its assistance in furthering its educational goals.

Proper cafeteria/Canteen facilities, Internet Cafe, Shopping Complex etc. on the campus are required for the use of students and residents. The facilities like a Canteen, a computer centre with internet facility and Geysers etc. are also required in the hostels.

**Criterion VI : Organisation and Management**

The organisation and management of the university functions in accordance with the Act, Statutes and Ordinances of the University. The organisation of the university consists of University Court, Executive Council, Academic Council, Various Boards of studies etc. These are assisted/supplemented by various committees such as the Finance Committee, Examination committee, Faculty Board and Departmental Committees. Management of the University affairs is carried out through a team of officers under the supervision of the Vice-Chancellor. Efforts are made by the institution to improve the functioning of the organisation and management. The feedback from different sectors is placed before the statutory bodies for deliberation and appropriate decision for implementation. Many plan proposals like filling of vacant teaching positions, extension of personal promotion scheme, augmentation of infrastructural facilities, planned academic programmes in the faculty of Management and Engg. and Tech. were initiated and implemented during the last three years. A duly appointed committee consisting of Deans, propose an academic calendar to Academic council

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for deliberation and enforcement for the academic session. The university administration ensures its implementation. The university ensures the implementation of the reservation policy as per guidelines provided by the state government for different categories of posts. The institution maintains confidential reports of the administrative staff. The analysis of report is taken into consideration at the time of promotion of the employee concerned. The resources are generated by the institution through self financing courses and central government grants. During the last year, the institution generated a sum of Rs.6,81,68800 through the self financing courses and Rs.2,77,070 through central government grants. No changes have been made by the institution in the tuition and other fees during the last three years. U.P. Government instructions in regard to fee structure is adhered to fee structure.

The finances of the institution are judiciously allocated and effectively utilised to make its programmes and functioning cost-effective. Two faculty positions were sanctioned by the UGC during the last plan and both were filled through advertisement as per rules of UGC. No new department or course was sanctioned by the UGC in last plan. The UGC has sanctioned only a core fund amounting to Rs.25 lakhs for establishing Air Craft Maintenance facilities. Regarding audit report of 2000-2001, 50 objections out of a total of 62 have been got settled so far. Although the university is doing a good job in managing its affairs but there seems to be an urgent need for regular appointments of Dean/Director Colleges, Director Sports, Director youth affairs, Placement Officer and some officers for maintenance of Civil and electrical works. A well conceived master plan/perspective plan for sustainable development

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is essential. Planning, execution, monitoring and evaluation is very essential for the university in its present stage of development.

**Criterion VII : Healthy Practices**

The Peer Team notes with appreciation the following healthy practices of the university.

The University follows its academic calendar meticulously.

The university is geared to achieve its specific goals and objectives and has started a number of technical and vocational courses.

There exist a very warm interpersonal relationship between teachers & students.

The university is fully sensitised to the latest managerial concepts such as strategic planning, team work, decision making and computerisation.

The academic manpower is motivated to participate in orientation programmes.

The university is strengthening the on-going academic programmes through income from self-financing courses.

The university imparts value based education through short term orientation programmes on human values and ethical practices.

Civic responsibilities are inculcated among the students through NSS, Blood donation awareness, Pulse polio eradication programmes etc.

For all-round personality development of the learners, the university has one instructor to impart YOGA training to inhabitants/residents of the university to improve general health and personality.

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*NAAC for quality and excellence in Higher Education***Section 3: Overall Analysis**

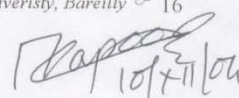
The Peer Team, after going through the SSR and after its visit to various academic and physical facilities, is satisfied by the progress of this university and its developmental efforts over the last five years.

The Peer Team would like to commend the institution for some of the positive features of its approach to quality assurance and standards and at the same time would like to point out some of its concerns to the university authorities for their consideration.

The Peer Team would like to commend the institution for the following aspects:

- Organisation and management in accordance with the Act, Statutes and Ordinances
- Starting of a number of technological and vocational courses under self-financing scheme & augmenting universities resources.
- Bringing about changes in examination system including the style of question papers.
- Timely conduct of examination and declaration of results.
- Introduction of short term job oriented courses for rural artisans/folks under extension programmes.
- Establishment of village development centres for data base.
- Initiating a number of developmental plans during the last three to four years. Many of these are in the pipe line and once completed would bear fruit and improve the quality of life on campus and would go a long way to make the teaching-learning process more effective and meaningful.

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With the view to its further development, the Peer Team would like to suggest the following to the university for its consideration :

- Filling of the large number of vacant faculty positions.
- Introducing formal self appraisal method of evaluation of teachers.
- Evaluation and feed back of the teachers and quality of teaching by the students.
- Introducing more course options and elective subjects in courses keeping in mind the latest trends and social needs.
- Computerisation of the library and providing Internet facility and LIBSYS software along with increasing working hours of the library.
- Establishment of a Central Computer Center with State-of-art hardware and software with increased or round the clock working hours.
- Collaborations/linkages with National and international institutions.
- Encouraging faculty members to undertake more sponsored projects and offer consultancy services. Appointment of Director Consultancy and/or Director Research be considered.
- Form an alumni/alumnae association keeping their profile and use their services for the benefit of the institution.
- Strengthening of placement services and employing a full time Placement Officer.

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- Strengthening of computer facilities in all departments and networking of academic sectors (faculties, departments, library and other academic and administrative sectors)
- Constructing Indoor Stadium, Swimming pool and Gymnasium for upgrading games, sports and gymnastics facilities.
- Improving participation and performance in sports & games by appointment of a fulltime Director Sports and physical instructors
- Improving performance in co-curricular & youth activities by appointing a full time Director Youth Welfare.
- More frequent monitoring of the progress of affiliated colleges and appointment of a full time Dean Colleges.
- Strengthening of other facilities in the hostels like Computer Centre, Cyber Café, Stationary shop, Canteen etc.
- Preparing an annual report and account manual of the university for the benefit of all stock holders. A copy of the same be placed in the library for posterity

The Peer Team is of the opinion that this exercise will be useful to the university to initiate the quality enhancement strategies towards further growth and development.

The Peer Team places on record its appreciation of Prof. Z.H. Zaidi, Vice Chancellor, Dr. K.N. Pandey, Registrar, all faculty members and the entire coordinating team for this introspection undertaken. We wish them all the best in their pursuit of excellence in higher education.

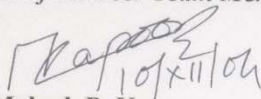
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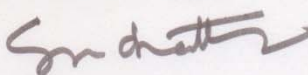
*Assessment Report of M.J.P. Rohilkhand Univeristy, Bareilly* 18

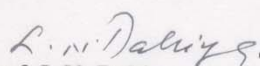
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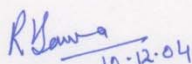
NAAC for quality and excellence in Higher Education

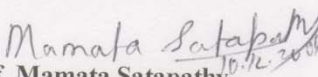
*Names and Signatures of the Peer Team Members*

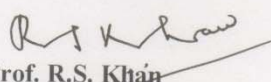
  
Prof. Mahesh P. Kapoor

  
Prof. S.M. Chatterjee

  
Prof. L.N. Dahiya

  
Prof. R.S. Bawa

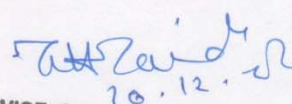
  
Prof. Mamata Satapathy

  
Prof. R.S. Khan

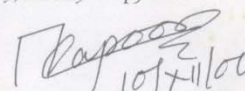
I agree with the observations and recommendations made by the  
Peer Team in this report.

*Name & Signature of the Head of the Institution*

Prof. Z.H. Zaidi  
Vice-Chancellor  
Date : December 10, 2004

  
VICE-CHANCELLOR  
M.J.P. ROHILKHAND UNIVERSITY  
BAREILLY (U.P.) 243 006

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## Peer Team Report for Institutional Accreditation of Faculty of Education & Allied Sciences, M.J.P. Rohilkhand University, Bareilly

NAAC for quality and excellence in Higher Education

### ASSESSMENT REPORT FOR Institutional Accreditation Of Faculty of Education & Allied Science M.J.P. Rohilkhand University, BAREILLY.

#### Section I: Preface

Faculty of Education & Allied Science (FOE, hereafter) was established in September, 1986 (the University established in February, 1975) with only one course of Applied M.Ed. with an intake of 15 students. Its mission is “कर्मणैव हि संसिद्धि” Three courses at the B.Ed. level with specializations in Vocational Education, Educational Computing and Special Education are being offered since 1995 and M.Ed. (Special Education) since 1997. Special Education (M.Ed. & B.Ed.) courses have been recognized by RCI. However, the B.Ed. courses were recognized by NCTE only in 1998 and Applied M.Ed. course in 2003. The FOE has also been charged with the responsibility of co-ordinating the activities of six other small departments which offer programmes in M.S.W., M.A. in Applied English, M.A. in Applied and Clinical Psychology, M.A. in Applied Philosophy, Advanced P.G. Diploma in Computer Applications and P.G. Diploma in Mass Communication and Electronic Journalism.

Located within the University campus, it has 2.5 acre exclusive campus.

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**Subsequent report confines itself to the activities of FOE only.**

FOE has a faculty of 23 with 2 Professors, 12 Readers, 5 Senior Lecturers and 10 Lecturers. One Professor and one Reader are on leave. 2 posts of Readers and 4 posts of Lecturers have not been filled but recently advertised. Nineteen faculty members have a Doctorate degree. Out of remaining faculty members three are registered for Ph.D. Programme. Non-teaching staff consists of 26 members including 9 technical staff.

The Department was upgraded as IASE in 1995 under Centrally Sponsored Scheme of Restructuring and Re-organization of teacher education, 1987. Under the scheme, 1 Professor, 3 Readers & 6 Lecturers and 5 administrative and technical staff were sanctioned.

FOE has been granted DRS status by the UGC since 1995.

During the current session i.e. 2004-2005, the FOE admitted 42 students (F=10, M=32) in Applied M.Ed. (in excess of NCTE sanctioned intake), 10 students (F=3, M=7) in M.Ed. (Special Education), 80 students (F=10, M=70) in B.Ed. (Vocational Education), 60 students (F=9, M=51) in B.Ed. (Special Education) and 80 students (F=16, M=64) in B.Ed. (Educational Computing).

Of the 272 students in FOE, only 8 students are from other states. In the session 2003-2004, out of 260 students enrolled, 258 students appeared in the final year examination (only two dropouts) while in the session 2002-2003 out of 254 students enrolled, 244 students took the final examination FOE showed cent percent results in the session 2003-2004 while in 2002-2003, the pass percentage was 96.3 percent. In both

*Assessment Report of Faculty of Education, M.J.P. Rohilkhand University, Bareilly.*

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the sessions, around 60% students got a first class. FOE has excellent support services like Library, Reading Room, Computer Centre, ET Lab., WE workshops, Staff Rooms. It has linkages from local to international agencies. FOE got Rs. 6.25 lakhs as grant-in-aid from University allocation and Rs. 18.96 lakhs as fee for the courses run in the session 2003-2004. 44 lakhs from UGC under SAP for the 10<sup>th</sup> plan period have been received.

FOE developed its Self-Appraisal Report (IASEs specific functioning might have been highlighted.) and submitted it to NAAC in November, 2004 for its Faculty's assessment and accreditation. Prof. M.P. Kapoor Chairperson and Prof. R.S. Khan as a member of the peer team for assessment and accreditation of M.J.P. Rohilkhand University, Bareilly visited the Faculty on the 8<sup>th</sup>, 9<sup>th</sup> & 10<sup>th</sup> December, 2004. The members analyzed the SAR submitted by FOE. During the period, the members visited various units and support services of FOE and also interacted with the faculty, the students, the alumni and the non-teaching staff. Two practice-teaching schools were also visited.

On the basis of the information made available and inputs generated through interaction with stakeholder groups, the members analyzed the functioning and performance of Faculty in terms of its strengths and areas of concern, criterion wise, which is given in Section II while overall analysis and suggestions are given in Section III.

## **Section II: Criterion-wise Analysis**

### **Criterion 1: Curricular Design and planning.**

The FOE has some innovative programmes like B.Ed. (Vocational Education), B.Ed. (Educational Computing) alongwith Applied M.Ed.

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and Special Education courses. It selects its students on the basis of their performance in the entrance test. The last academic session 2003-2004 started on 9<sup>th</sup> July and ended on 15<sup>th</sup> May. This session had 226 working days and 210 teaching days; of these 10 days were devoted to pre-practice preparation and 30 days to practice teaching. 8 schools have been taken for practice teaching including a University's Model school. For assessing students' knowledge and skills for the programme after admission, subject experts conduct interview for allotment of the specialization and teaching subjects. It uses some useful strategies for challenging its advanced learners to work ahead of others.

The faculty members prepare the course outlines and unit wise coverage schedule which is being monitored in departmental meetings. FOE appreciates the adoption of interdisciplinary strategies, inclusive education, internship approach and community involvement programme.

FOEs missions and goals are adequately reflected in the conduct of academic programmes, research work, co-curricular activities and community service. However, a formal monitoring and assessment mechanism for ensuring how far FOE is attaining its mission and goals is yet to be adopted although broadly, efforts are being made to utilize feed back from practicing schools and employers.

**Criterion 2: Curricular Transaction and Evaluation.**

FOE develops its calendar every year for M.Ed. & B.Ed. courses. It promotes interactive teaching-learning through ICT, seminars, workshops etc. The pupil teachers develop traditional media, video programmes and multimedia packages. Preparation of lesson planning, micro-teaching and observation of demonstration lessons are major inputs in preparation for

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practice teaching. The pupil teacher teaches a school subject and his/her specialization subject twenty lessons each and observes at least five lessons of each teaching subject opted. Criticism lessons are also organized. Suitable strategies are adopted to monitor the overall performance of students to ensure the achievement of the course objectives.

For inculcation of values, civic responsibilities, leadership qualities, a no. of curricular & co-curricular activities are planned. For community orientation in its functioning, it provides diagnostic and consultation service to the community along with campaigns and rallies.

FOE, for promoting general/transferable skill among the students provides resources like books, reference material, internet facilities, practical training of various technologies, inclusive education. Evaluation scheme includes both external and internal evaluation. Internal evaluation, although has lower weightage is done through suitable practices.

FOE faculty has participated in a good number of seminars/conferences/workshops organized at local/regional/national/international levels and many of them attended orientation/refresher courses of ASCs.

Annual self-appraisal report is submitted to the Vice-Chancellor through Head of Department.

FOE has also conducted some courses/workshops for professional development of University/College/school teachers.

*T. Kapoor*  
10/11/2015

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**Criterion 3: Research, Development & Extension.**

FOE has a Research Degree Committee for approval of research proposals. With good motivational practices, 16 teachers are supervising research scholars, 6 have under taken research projects funded by MHRD/AICTE/UGC and 3 of them are pursuing Ph.D. 139 research papers and 11 books have been published by the teachers, 3 teachers have availed fellowships and 15 teachers are member of academic/professional bodies. 5 research projects have been completed during last 5 years and 4 projects are on-going. 22 Ph.D. degrees have been awarded during last 5 years and 50 research scholars are registered. Consultancy services to government & non-government organizations and specially to community are provided. Extension activities for community development, social work, inclusive education, environmental education are undertaken by FOE. Students and teachers are fully involved in extension activities through curricular and co-curricular activities and produced print/non print materials.

IASE Grants have not been received since 1999. Earlier only 30 short term Theme-Specific in-service programmes were organized. Two books, two M.Ed. Dissertation Abstracts, IASE Journal of Education and Allied Sciences and IASE Newsletters have been published. No research projects under the scheme were undertaken.

**Criterion 4: Infrastructure and Learning Resources.**

FOE has well maintained infrastructural facilities of classrooms, teacher rooms, office, meeting hall, conference hall, media centre, library, guest house etc with adequate furniture. Some of the facilities are also extended to outside agencies on payment basis. There are 12,049 books in the library and 26 education journals/periodicals are being subscribed.

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Seating capacity in the library is 100. Library is open from 10 am to 5 pm on all working days and has all the latest facilities like internet, computers, photocopier etc.

FOEs Computer Centre having 72 computers (15 for M.Ed. Lab., 10 for Faculty & 47 for B.Ed. and Library) is fully equipped and is being properly utilized. 73 CAI packages have been developed in various school subjects. A number of laboratories like Home Science, Psychology, Science & Technology have been established and are functional and fully utilized. FOE has Instructional Resource Material Development Centre carrying the development of instructional resource, training and research activities. Health Centre, Stadium, Indoor Stadium, Yoga Centre etc. are used by institution under central facility. 6 students have represented University in national level events.

Three boys hostels and one girl hostel under central facility and one government hostel for SC/ST are available.

**Criterion 5: Student Support and Progression.**

Dropout rate in FOE is less than 5%. Most of the students join employment or go for further study after completing their studies, no record is available for the same. 36 students have passed UGC NET examination (12 in last three years). Prospectus is published annually. Fee concession and scholarships are provided to SC/ST candidates by state government. Academic and personal guidance and counseling is given to students. There is no organized placement service. FOE has a Co-Curricular Committee which organizes various academic and co-curricular activities. Good recreational/leisure time facilities are available to students. However sports facilities need augmentation.

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**Criterion 6: Organization and Management.**

For efficient internal coordinating and monitoring mechanism, FOE has constituted a number of committees like Departmental Committee, Library Committee, Co-curricular Committee, Purchase Committee, Discipline Committee. Some steps have been taken to improve the organization and management of the institution. For checking the work efficiency of the non-teaching staff, there is provision of ACRs. Academic calendar is prepared by Staff Council on the basis of experiences.

Teachers are recruited as per University Act & Statutes/Central organizations/State Government rules. In the last two years, 6 teachers have been recruited.

FOE has the freedom and the resources to appoint and pay guest teaching staff with approval from the University administration for managing projects etc. Computer application and office management training is organized for non-teaching staff. Tuition and other fees charged is Rs. 8,700 for all courses. There is an internal audit mechanism. Various loans and advances are available to teaching and non-teaching staff. For internal quality checks the working of various committees of FOE are reviewed by the Dean/University administration.

FOE is sensitized to modern managerial concepts like strategic planning, team work, decision making, computerization and TQM. The institution is associated with NCTE, RCI, NCERT, NIEPA and SCERT in their academic and professional programmes. Specialized teacher education programmes, ICT, Research activities and interdisciplinary

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approach in its activities are specific innovations which have contributed to FOEs growth.

**Section III: Overall Analysis and Suggestions for Further Improvement.**

FOE is a distinguished teacher education institution conducting innovative & unique teacher education courses like B.Ed. vocational courses and Applied M.Ed. It has a well qualified faculty with good published work and strong research orientation undertaking number of research projects and supervising research scholars. The academic programmes are conducted successfully with all sincerity and dedication. The results of students are excellent qualitatively and quantitatively based on comprehensive and continuous evaluation system.

FOE has well maintained specialized laboratories with advanced equipments, computer centre, rehabilitation centre, media centre etc. It also has a well stocked library. These facilities are being optimally utilized.

FOE has been upgraded as IASE in 1995 with added responsibility of INSET, conduct of research projects relating to classroom and school practices and publication of material.

Under DRS programme the institution organizes research based activities in the thrust areas of Educational Technology, Vocational Education and Special Education.

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The efforts of the institution for providing quality teacher education with its mission “कर्मणैव हि संसिद्धि” are praiseworthy.

Following suggestions are being put forward for consideration of the Faculty:

- Posts of 2 Readers and 4 Lecturers recently advertised may be filled and interviews for teachers under CAS be conducted at the earliest.
- Efforts should be made to get the grants under IASE scheme released from MHRD/ State Govt.
- IASEs role may be visualized and FOE should perform its anticipated functions.
- Interviews may also be conducted for selection of students.
- A copy of the syllabus may be provided to each student.
- Physical Tools and trained manpower be put in place to offer meaningfully specialized and vocational programmes.
- M.Ed. Dissertation may be allotted in October after giving the students strong orientation of research inputs.
- Population Education including Aids Education may be included as one of the optionals.
- Pedagogic Content Analysis of teaching subjects may be made.
- In demonstration lessons, effective school teachers may also be involved.
- More practicing schools may be involved in practice-teaching.
- University's Model School attached to the Faculty may be provided Infrastructural facilities. Arts & Commerce courses may be introduced.
- Subject Associations/ Population Education Club may be formed.

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- Extended duration of opening of library during examination period and book bank facility may be provided.
- More weightage to internal assessment may be given.
- More number of internal experts to be included in RDC.
- RDC meeting may be held at least twice a year.
- More professional development programmes may be planned.
- Placement services need attention and pro-active approach.
- A formal internal quality assurance cell may be set up.
- Approved student intake for a course by NCTE may be adhered to.

The peer team appreciates and puts on record its gratitude for the ready cooperation, it received from all quarters during its on-site validation visit. It wishes FOE the very best in its endeavors to attain its laudable mission and goals.

Prof. M.P. Kapoor ..... *M.P. Kapoor* .....  
10/11/04

(Chairperson)

Prof. R.S. Khan ..... *R.S. Khan* .....

(Peer Team Member)

I have read the Peer Team Report and I agree with it.

*Girijesh Kumar*  
Prof. Girijesh Kumar  
Dean & Head,  
Faculty of Education & Allied Science  
M.J.P. Rohilkhand University, Bareilly  
Date : 10 December, 2004

*W. Zahid*  
VICE-CHANCELLOR  
M.J.P. ROHILKHAND UNIVERSITY  
BAREILLY-(U.P.)-243 006



# M.J.P. Rohilkhand University, Bareilly

## List of Affiliated Colleges Accredited by NAAC

SN	Name of the College	Gr.	SN	Name of the College	Gr.
<b>Government Colleges</b>					
1.	Dr. Ram Manahor Lohiya Govt. Degree College, Aonla, Bareilly	B	5.	Govt. Girls P. G. College, Rampur	B
2.	Govt. Degree College, Faridpur, Bareilly	C	6.	Govt. Raza P. G. College, Rampur	B
3.	Govt. Degree College, Budaun	B	7.	Ram Lubhai Sahni Govt. Girls Degree College, Pilibhit	B
4.	Govt. Degree College, Bilaspur, Rampur	B	8.	Govt. P. G. Collge, Bisalpur Pilibhit	B
<b>Aided Colleges</b>					
1.	Gindo Devi Girls Degree College, Budaun	B	9.	Baerilly College, Bareilly (Education Faculty)	A
2.	J. S. Hindu P. G. College, Amroha	B	10.	Sahu Ram Swaroop Girls Degree College, Bareilly	B
3.	N. K. B. M. Girls Degree College, Chandausi, Sambhal	B	11.	G. F. College, Shahjahanpur	B
4.	N. K. B. M. Girls Degree College, Chandausi (Education Faculty)	B	12.	S. S. College, Shahjahanpur (B. Ed. Faculty)	A
5.	R. S. M. Degree College, Dhampur, Bijnor	B	13.	Dayanand Arya Girls Degree College, Moradabad	B
6.	R. B. D. Girls Degree College, Bijnor	B	14.	Gokuldas Hindu Girls College, Moradabad	B
7.	R. B. D. Girls Degree College, Bijnor (B. Ed. Faculty)	B	15.	Hindu College, Moradabad	B+
8.	Baerilly College, Bareilly	A	16.	M. H. College, Moradabad	C
<b>Self-Financed Colleges</b>					
1.	Vivek College of Education, Bijnor	B	10.	Rashida Begum Muslim Degree College, Amroha	B
2.	Rama Institute of Higher Education, Kiratpur, Bijnor	B	11.	Hashmi Girls Degree College, Amroha (B. Ed. Faculty)	B
3.	Krishna College of Science & Technology, Bijnor	B	12.	Khandelwal College of Mgt. & Technology, Bareilly	B
4.	Krishna College of Law, Bijnor	B	13.	Rakshpal Bahadur Teachers Training Institute, Bareilly	B
5.	Kevalanand B. Ed. College, Dara Nagar Ganj, Bijnor	B	14.	Jyoti Colege of Mgt. Sc. & Tech., Bareilly	B
6.	Shri Balaji Academy, Kukndarki Road, Moradabad	C	15.	Springdale Girls Degree College, Bareilly	B
7.	Bhagwant Singh Degree College, Kuankhera, Khalsa, Moradabad	B	16.	Springdale Girls Degree College, Pilibhit	B
8.	R. S. D. Academy, Ramganga Vihar, Moradabad	B	17.	Model Public Education college Chandausi, Sambhal	B
9.	Muslima Girls Degree College, Moradabad	B			

## Steering Committee



**Prof. Mushahid Husain**  
Vice Chancellor  
Chairman



**Prof. V. P. Singh**  
Pro-Vice Chancellor  
Vice-Chairman



**Prof. B. R. Kukreti**  
Coordinator



**Dr. Sahab Lal Maurya**  
Registrar

### Members:

**Dr. Rashmi Agarwal**, Deptt. of B. Ed./M.Ed. (IASE)

**Prof. Vrajesh Tripathi**, Deptt. of Animal Science

**Dr. K. K. Maheshwari**, Deptt. of Pharmacy

**Dr. S. K. Pandey**, Deptt. of Applied Chemistry

**Dr. Sumitra Kukreti**, Deptt. of Applied English

**Dr. Sanjay Mishra**, Deptt. of Business Administration

**Dr. Tarun Rashtriya**, Deptt. of B. Ed./M.Ed. (IASE)

**Dr. Amit Singh**, Deptt. of Law

**Mr. Mahesh Kumar**, Deputy Registrar

**Dr. Harish Bhatt**, Asstt. Accounts Officer





**Self-Study Report**  
for assessment and Accreditation by  
**National Assessment and  
Accreditation Council**  
(Cycle 2)

**Mahatma JyotibaPhule  
Rohilkhand University**  
DoriLal Agarwal Marg, Pilibhit Bypass,  
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Ph.: 0581-2527263, Fax: 0581-2521125