



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

Central University of Karnataka

- Name of the Head of the institution **Prof.Battu Satyanarayana**
- Designation **Vice-Chancellor**
- Does the institution function from its own campus? **Yes**
- Phone no./Alternate phone no. **08477226702**
- Mobile no **8660539248**
- Registered e-mail **vc@cuk.ac.in**
- Alternate e-mail address **registrar@cuk.ac.in**
- City/Town **Kalaburagi**
- State/UT **Karnataka**
- Pin Code **585367**

2.Institutional status

- University **Central**
- Type of Institution **Co-education**
- Location **Rural**
- Name of the IQAC Co-ordinator/Director **Prof. Ganesh B Pawar**

- Phone no./Alternate phone no **+916360034820**
- Mobile **6360034820**
- IQAC e-mail address **iqac@cuk.ac.in**
- Alternate Email address **ganeshpawar@cuk.ac.in**

3.Website address (Web link of the AQAR (Previous Academic Year)

<https://cuk.ac.in/CUK-IQAC/Aqar.php>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.cuk.ac.in/#/aca-academ-cal>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B+	2.6	2024	18/10/2024	17/10/2029

6.Date of Establishment of IQAC

30/10/2013

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Central University of Karnataka	Infrastructure re re Development	HEFA	2020 duration 10years	131.89cr

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC

[View File](#)

9.No. of IQAC meetings held during the year

01

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)

Yes

- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount **-**

11. Significant contributions made by IQAC during the current year (maximum five bullets)

Documenting information to prepare AQAR every academic session.

Time to time communication of UGC and Government of India circulars forwarded to CUK Administration to conducting quality research with integrity through Good Academic Research Practices (GARP).

Preparation of reports for AISHE, NIRF & NAAC.

Collecting of Self-Appraisal Report.

Service matter related grievances has been prepared and addressed.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Organizing Workshop.	Workshop for Teaching and Non-Teaching faculties about NIRF and NAAC.
Maintenance of quality as per NAAC Parameters.	All the related activities done in context to AQAR submission.
Organizing Guest Lectures.	Departments have been made mandatory to organize at least two Guest Lecture in a Semester for sensitize student community.
Preparation for ISO Certification for ISO 9001, 14001 & 50001 Certificates.	Audit of the constituent units and administrative units so as to renew the ISO certification every year, is conducted through the IQAC.
Facilitating process of documentation.	The overall documentation is effectively maintained by IQAC which helps in sharing of the information as and when required by the regulatory authorities.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name	Date of meeting(s)
IQAC Committee	17/01/2025

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?

Yes

15. Whether institutional data submitted to AISHE

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• Name of the Head of the institution	Prof.Battu Satyanarayana
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Year	Date of Submission
2022-2023	04/04/2024

16.Multidisciplinary / interdisciplinary

To create awareness and sensitization about NEP 2020 implementation, Central University of Karnataka (CUK) conducted a series of workshops and conferences, engaging stakeholders from diverse backgrounds. These consultations enabled us to craft a detailed strategic plan for NEP implementation, which has been phased in to create a multidisciplinary ecosystem. The CUK is transforming into a holistic multidisciplinary Institution and committed to upholding universal values and knowledge, with a vision to transform itself into a holistic multidisciplinary institution. This vision is rooted in our mission to strengthen and expand knowledge in all its expressions, integrating and innovating with all stakeholders of knowledge and education in a holistic and inclusive fashion. The CUK recognizes the importance of fostering a holistic approach to education, one that seamlessly integrates the humanities, social sciences, and natural sciences with STEM (Science, Technology, Engineering, and Mathematics) disciplines. This integration enables our students to develop a nuanced understanding of complex problems, cultivate critical thinking and creativity, and become well-rounded, adaptable individuals prepared to tackle the challenges of the 21st century. CUK's approach to integrating humanities and science with STEM is rooted in the following principles:

Interdisciplinary Learning: Encouraging students to explore connections between humanities, social sciences, natural sciences, and STEM disciplines. **Holistic Education:** Fostering a comprehensive approach to education, incorporating cognitive, emotional, and social development. **Flexibility and Autonomy:** Providing students with the flexibility to choose from a range of interdisciplinary elective courses, promoting autonomy in their learning journey. **Collaboration and Industry Partnerships:** Encouraging collaboration between faculty members, students, and industry partners to develop innovative solutions and promote knowledge sharing. CUK UG and PG programs have been restructured to offer multidisciplinary options, with revised curricula incorporating outcome-based education with choice-based credit systems (CBCS) and program-specific learning outcomes. Elective courses are offered across departments, allowing students to explore diverse disciplines and foster interdisciplinary learning. Beyond curricular activities, we emphasize the importance of extracurricular engagement, including ANKUR Program, NSS, Yoga, sports, cultural activities, music, and performing arts. CUK professional programs, such as social work, education, law, media studies, tourism, and management, offer credits for extension activities, fieldwork, and internships,

preparing students for real-world preparedness. To foster innovation and entrepreneurship, CUK have developed a start-up ecosystem, integrating incubation and skill development centers, innovation under R&D cells, state-of-the-art engineering and language laboratories, and sophisticated instrumentation centers. Value-added courses, including Indian knowledge systems and Bhagavad Gita, are also offered to enrich students' academic experiences. In alignment with NEP 2020, CUK have restructured its PhD regulations to promote interdisciplinary and flexible research. Our teaching-learning process has been transformed into a blended mode, incorporating MOOCs-SWAYAM and NPTEL courses, as per UGC regulations. As we navigate the complexities of the 21st century, this university recognizes the need to address pressing social, economic, business, climate, and industrial challenges. We understand that these challenges require interdisciplinary solutions, drawing upon diverse domains of knowledge. To this end, we have initiated several research initiatives, providing seed funding for interdisciplinary projects that combine humanities, social sciences, natural and applied sciences, management, computer science, engineering, education, and more. By embracing the spirit of NEP 2020, CUK is committed to fostering a culture of interdisciplinary learning, innovation, and research, preparing our students to navigate the complexities of an ever-changing world.

17.Academic bank of credits (ABC):

1. Registration with the Academic Bank of Credits Platform: The institution has registered with the official ABC platform and ensured compliance with its guidelines. 2. Digital Infrastructure: IT systems were developed and upgraded to integrate with the National Academic Depository (NAD) and the ABC platforms for real-time updates of students' credit records. 3. Training Faculty and Staff: Training sessions were conducted for faculty and administrative staff to familiarize them with the ABC platform and credit management systems. 4. Student Awareness and Access: Students were guided on how to register for the ABC platform and track their credit accumulation effectively. Yes, the institution has registered under the Academic Bank of Credits (ABC) to allow learners to benefit from multiple entry and exit options during their chosen programs. • NAD ID of the Institution: NAD002410 (Central University of Karnataka). The institution has adopted the following good practices to effectively implement the ABC framework: • Student Support for Registration: Assisting students in registering for ABC IDs through the DigiLocker platform. • Monitoring Credit Records:

Ensuring proper monitoring of credit accumulation, transfer, and redemption for students. • Recognition of External Credits: Accepting and integrating credits earned from platforms like SWAYAM, NPTEL, and other UGC-approved MOOCs. • User-Friendly Resources: Developing user manuals and guides to facilitate easy registration and navigation of the ABC system. The typical courses taught by the teachers are designed by the teacher himself under the adapted framework. Only in a few cases courses are designed by others. Further the electives are designed by the teacher based on their specialization in each course. The related course plan and evaluation are planned autonomously by the teacher. Documental Proof: Course structure of departments, Elective least.

18.Skill development:

As per the NEP 2020 guidelines, all graduate programs have integrated vocational education and soft skills development into their curricula in alignment with the National Skills Qualifications Framework. It is mandatory for undergraduate programs to offer 4-6 credit vocational courses at the end of the first and second years for students exiting with certificates or diplomas. The university equips students with NGO and industry-relevant courses and workshops, ensuring hands-on skills through supervised practicums and internships. Collaborations with industries, communities, and hospitals have facilitated internships, minor research projects, and employment opportunities, bridging the gap between academia and industry. These efforts empower students with technical and interpersonal competencies, preparing them for diverse career opportunities in a competitive global environment.

b. The vocational programmes offered by the university are intended to promote vocational education through various departments. Some of such courses are: life skills education, emotional first aid, etc.

c. The university has designed all vocational and soft skills development courses in such a way that the learning takes place in laboratories, is extended to the field, and is further applied in the actual work scenario when the students are placed for internships. A standing committee has been appointed by the university to monitor the process of such practical exposure.

D.(i). The university has prepared a curriculum structure for providing vocational courses at the end of each year. The maximum credit limit of vocational courses is six credits, and all students have opportunities to take a minimum of two courses during the UG programme. The university is underway to prepare specific guidelines to enable students to take such courses as

add-on courses. D.(ii). The university has prepared a plan of action to involve industry veterans and master craft persons to provide hands-on training to those enrolled in vocational courses on campus and in the field. D.(iii). The university is prepared to offer vocational courses in a blended model at three levels: At the first level, basic training is provided by the department for a short period; At the second level, students are placed in workplaces under the supervision of trained experts to learn skills; At the third level, capacity-building sessions are conducted for students on weekends via online mode to further strengthen their learned skills and integrate them with field practice. D.(iv). The university has created a cell to cater to the needs of learners by preparing policies, designing courses, certifications, enrolment, mapping, monitoring, and evaluation systematically. D.(v). The university is gearing up with policies and programs to offer various skill development programs to people globally through distance mode. Proposed online training courses include: Artificial Intelligence Machine Learning Communicative English Language Skills Employability Skills Professional Development Skills Translation Skills Health and Mental Healthcare Skills Psychological Counseling Skills Entrepreneurship Leadership Skills Training Creative Arts Statistical Analysis and Data Processing Skills Palliative Care Skills D.(vi.) Some of the notable courses offered by various departments include meditation as a practical course, Indian psychology as a theory-cum-experiential learning course that includes human values and virtues based on Indian knowledge systems. Besides this, a six-credit internship in Indian knowledge systems is also incorporated. Some of the value-oriented courses are life skills education, peace psychology, etc

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses. The life and society of the ancient Bharatavarsha and Jambudwipa have had an enriching knowledge system which was systematically built with the force of intellect and divine, that defines the flourishing age and times of now Bharat, and was the dynamic space of advanced knowledge system. From the study of Microorganisms to Trade and Words to Stars, Bharatavarsha was the cradle of contemplated, structured and validated knowledge, some of which is now lost, hidden or destroyed for all the known and unknown reasons. A glimpse into the ancient knowledge of Bharat,

provides a significant number of indicators on various aspects of advanced study in the contemporary times. In the current situation, where knowledge and information is of prime concern for a sustainable life and earth, it becomes necessary for the institution of academia to explore and re-develop the ancient knowledge system that was once, the pride and glory of Bharat. The study of ancient knowledge, is also believed to provide a native intelligence on all the aspects pertaining to the world of humanity. In this regard, Central University of Karnataka, takes an immense pride in its continuous efforts to systematically study, develop and incorporate the Indian Knowledge System at various levels in the institution. In a systematic categorization of the areas of study which are available in CUK like Sciences, Social Sciences, Languages, Music and Fine Arts, a significant amount of work has been taken up in the context of IKS and the first of which was to design the syllabus of all the programs and courses in tune with the vision and objectives of Indian Knowledge System. The design and implementation of the syllabus was a meticulous task. CUK has established Music and Fine Arts Departments in order to integrate the culture of Hindustani Music and Indian musical instruments like Tabla. The faculty, who have an expertise in the specified area, are employed for an efficient process of teaching and learning. The Music Department also conducts various programmes like Hindustani Sangeet and Hindustani Flute Recital events to reach out to a greater section of staff and students. The participants can be seen enchanted in the Raga, Taala and Mela of melodious hymns and songs. The musical events display the costumes, instruments and the performing culture of Indian Musical System. The Department of Fine Arts, plays a significant role by training students in Bharatiya sculpture and paintings. The Departments of English, Hindi and Kannada plays various roles in imparting the value systems (literary and cultural) of the texts and writers of Bharat. The faculty have an expertise in Indian Drama and Theatre, Religion Studies, Epigraphy and Manuscripts, Shastra Grantha, Hindi Language and Technology, Asiatic Languages, Postcolonial Studies and many more, which reinstates the identity of native individual in the context of values systems of Bharat. The courses on Indian Poetics, Indian Literature, Indian Classics in Translation, Translation across all the three Departments enable students to conceptualize the notion of Bharat. Further, the Departments of Foreign Languages in Spanish, Arabic, Japanese and German, have taken up translation of indigenous literature - Vachana Literature for the global outreach of a body of literature which flourished in 11th and 12th century and was written by Kannada saints or Sharanas. CUK also has Centre of

Endangered languages and Classical Kannada, which takes up various projects for the revival and development of Bhartiya Bhasha. In the field of Social Sciences, similar efforts have been put in to explore and study the IKS in the aspects of Business, Tribal Studies, Folklore, History and Public Administration. An interdisciplinary approach in the field of Business and Marketing is being made, based on the value system and ideals that are promoted in the Sharana philosophy and Vachana Sahitya. The study navigates through the business tactics of the contemporary times by looking at the Literature and Philosophy of 11th and 12th century. The economical aspect of the regional temples are also studied in order to derive the business modules out of the long practiced system among the religious centres in the context of monetary exchange. Tribal Studies, has a large number of courses which deals with the ideals of nativism and tries to rediscover the lost identity of the Bharatavarsh. The folklore is the golden mine of IKS as the oral and documented narratives carry the belief, notions, ideas and knowledge of the generations. Thus, these courses provide an immense knowledge on the life and society of the Bharat at large. The Department of History studies the role and significance of the Kalyan Karnataka region, Nilgiris and Raichur, thus systematically establishes the lost glory of the native regions. Digitization of old Kannada inscriptions and Mapping the geolocations of Ancient Inscriptions have been neatly carried out with the help of science and technology. The native medicine system and scientific methods of the ancient times are being explored for an efficient research prospect of Bharat. In addition to all the above measures, the institution further explores various ways to inculcate the form and substance of IKS in all the walks of life and society so as to build the lost nation in the context of native intelligence and sustainability and be an exemplary to the rest of the world.

2. What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. Curriculum Workshops: Faculty will be trained on various methods to develop bilingual curricula, and ensure that both English and the vernacular are incorporated in the teaching mode. The translation of concepts, creating study materials, and designing course structures so as to cater to the bilingual students. Language Modules - Institution plans to provide resources to enable faculty to develop vernacular language and English, which could help bridge the gap for students with different linguistic backgrounds. Language Learning Programs: The Faculty may be trained in proficiency of the vernacular languages in order to build on the academic language and to be able to efficiently deliver the

lecture. Pedagogy: Code Switching and Scaffolding techniques could be examples among many pedagogical methods, which could be employed among the faculty Tools and aids: The language support tools especially Artificial Intelligence can be neatly used in order to overcome the hurdles of the bilingual teaching, learning and translation process. Language and Culture Challenges: The culture is deeply tied to the language, thus poses a certain amount of difficulty in proper rendition of the subject matter. Therefore, the faculty needs to be trained in all the aspects of culture and language. Assessment - Faculty will be trained to create and administer assessments that accommodate bilingual instruction, to ensure that test and assignments are fairly conducted for all the students despite of their primary language. Mentorship: The learned and senior faculty can systematically mentor and guide the junior faculty in order to shape the bilingual mode of instruction. Support and Incentive: Institution plans to offer several incentives for the faculty who develop the content and expertise of bilingual mode of instruction. Committee: Institution plans to constitute a committee to neatly develop the policies of the bilingual instruction so that the academic quality is not compromised.

3. Provide the details of the degree courses taught in Indian languages and bilingually in the institution. Currently, the courses offered by the Department of Kannada and Hindi are being taught in respective Indian Languages and further, the Institution has plans to develop the pedagogy and teaching-learning modules of bilingual education, which is explained above in detail.

4. Describe the efforts of the institution to preserve and promote the following : Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) Indian ancient traditional knowledge Indian Arts Indian Culture and traditions. The institution has undertaken significant measures to preserve and promote Indian languages, including classical languages such as Sanskrit, Pali, and Prakrit, as well as tribal and endangered languages. The centre for classical and endangered languages is one such initiative guided by its vision to enhance linguistic scholarship, preserve indigenous knowledge systems, and promote inclusivity in language education and research. This aims to address the alarming decline in the use of many indigenous languages by engaging in documentation, archiving, research, and community-driven programs such as public awareness campaigns and language festivals. Furthermore, the translation of ancient texts into modern Indian and international languages is also underway, ensuring their relevance to contemporary readers and researchers. The department of folkloristics and tribal studies focuses on documenting oral traditions, folk songs, myths, legends, and

proverbs unique to various tribal communities. The department regularly organises workshops, seminars, paper presentations, symposiums, and various academic activities to promote tribal literature and folklore. These workshops bring together performers and scholars, creating a dynamic platform for dialogue and knowledge exchange. Such initiatives also encourage younger generations to engage with their heritage, ensuring the continuity of these traditions. The institution aims to integrate the traditional knowledge in contemporary academia and society. Special emphasis is placed on disciplines such as Ayurveda, yoga, mathematics, and governance, which are deeply rooted in India's traditional knowledge systems. These programs aim to bridge the gap between ancient wisdom and modern scientific inquiry. The university organizes seminars, workshops, and conferences focusing on ancient Indian texts like the Vedas, Upanishads, Arthashastra, and Sangam literature. Additionally, the university integrates traditional knowledge with modern technology through projects like digital archives and language-processing tools. These initiatives ensure that India's ancient wisdom is preserved, appreciated, and utilized to contribute to sustainable development and cultural preservation.

5. Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020. All the Departments have meticulously inculcated several aspects of Indian Knowledge System in the curriculum. The institution regularly conducts symposium, seminars and conferences on Indian Knowledge System. The innovation festivals like Tech-Kriti, Arthikotsav and Ankur carry the name and themes pertaining to various aspects of Indian Knowledge System. The events showcase the pride and glory of Bharat in the fields of Business and Start up, Space, Agriculture, Education and Technology. The institution conducts traditional sports like Kabaddi, Seven Stones (whose history dates back to Bhagavata Purana), Kho-Kho and many more for the faculty and students. The institution has organizations like BMS and ABRMS which are actively involved in regular discussion, promotion and conduct of activities relating to Indian Knowledge System. Research and Development Cell monitors and guides various projects and assignments towards inculcating and redeveloping the time tested methodology of research of the Bharat. The role models of Bharat such as Mahatma Gandhiji, Vinayak Damodar Savarkar, Swami Vivekanand, Basavanna, Dr. B R Ambedkar are widely quoted in the events of institution to boost the ideals of Bharat like courage, non-violence, intellect, inclusivity and equality. All the national events are celebrated with several Hindustani musical performances. All the religious

festivals of Bharat are grandly celebrated. The costume and SOP of convocation is slowly being shifted to the stylistics of the Bharat. The institution conducts Yoga for all the employees and students. It also conducts theoretical classes on Yoga to explore the satvik ideals of mind, body and soul.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? Institutional initiatives to transform a curriculum toward Outcome-Based Education (OBE) have focused on aligning educational processes, assessments, and content with predefined learning outcomes. The methods adapted involve, a. Defining Graduate Attributes and Learning Outcomes in each program Identify attributes such as critical thinking, Specify measurable skills and knowledge students should achieve at the program level, develop specific learning outcomes for individual courses, ensuring alignment with POs is made mandatory. b. Curriculum Restructuring: Design the curriculum starting from the desired outcomes and map the courses, course models modules, and instructional methods to all outcome metrics. Incorporate interdisciplinary courses to broaden skill sets and critical thinking. Embed modern tools and software to simulate real-world applications in curriculum. c. Stakeholder Engagement: The institution seeks input from industry experts and alumni to ensure relevance to current professional requirements. We Organize workshops and training sessions to familiarize faculty with OBE principles, outcome formulation, and assessment techniques. We conduct orientation and awareness programs for students to help them understand the purpose and benefits of OBE. d. Assessment Framework: Assessment framework is built with Rubric Development aligning assessments with predefined outcomes. We shifted from summative to formative assessments, ensuring continuous evaluation through quizzes, assignments, and projects. Use tools to map COs to POs and assess their attainment through direct and indirect measures. e. Incorporation of Experiential Learning: In curriculum Project-Based Learning is added. Introducing service-learning projects and real-world problem-solving activities are made compulsory. Design practical experiences that contribute to measurable skill development. f. Technology-Enabled Learning: Learning Management Systems (LMS) is deployed. Use of analytics to track attainment levels and make data-driven decisions for improvement is a practice in the University with a dedicated information scientist for the country. We have provided access to online courses, virtual labs, and simulations. g. Policy and

Governance: We have developed institutional policies to prioritize OBE implementation. We have Established committees to oversee curriculum design, implementation, and monitoring. Regular curriculum reviews to adapt to changing industry and academic trends. h. Communication and Documentation: Reports and Audits are Maintained in detail inline with OBE. i. Through these initiatives, institution has ensured OBE implementation ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. A training program on Learning Outcomes-based Curriculum Framework was conducted on 4th of December 2024 in Seminar Hall of the Class room Complex by IQAC. The aim was to train teachers on designing syllabus, Core pedagogy, Evaluation methods (Question paper setting and evaluation). This program was planned in three stages each spanning three days (4th, 9th and 10th of December). Teachers are trained in detail to use Bloom's taxonomy and use of taxonomy in designing program learning outcomes (PLOs) and course learning outcomes (CLOs). Each department has prepared the LOCF based syllabus and they are verified by the subject expert and approved. Further, they are taken to the academic council for further approvals. The faculty are trained in question paper design according to LOCF and the mapping methods are developed. iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. Central University of Karnataka planned a series of academic structuring events to conceptualize and integrate the UG programmes on the lines of National Education Policy-2020. The events set the tone and target of NEP in realizing the path of preparedness to implement the NEP 2020. The events that guided the framing of the UG programs are - A dedicated workshop and brainstorming session conducted on the NEP-2020 for the teachers of the university to orient them and prepare them for curriculum development. All the programs under NEP are OBE based. The NEP implementation committee conducted a comprehensive session with the teachers to formulate a template for the UG programs. The committee had an in-depth discussion on the lines of NEP-2020 to appropriately integrate the academic components and structure of the policy. CUK has initiated and integrated National Credit Framework (NCrF); National Higher Education Qualification Framework (NHEQF); National Curriculum and Credit Framework for Undergraduate Programme. The University has implemented NEP 2020 during the academic year 2022-23. CUK is offering four years UG (Honours with research/without research) Multiple Entry and Exit option for students at the undergraduate level. Credit transfer provision is created at each level of entry in the programs under NEP. The university has facilitated credit

accumulation through the facility created by the Academic Bank of Credit (ABC) scheme in the "Academic Bank Account" to transfer and consolidate the credits earned by the students in the undergoing courses. The ABC allows for credit redemption through the process of commuting the accumulated credits in the Academic Bank Account maintained in the ABC portal for fulfilling the credits required for the award of Certificate/Diploma/ Degree. Offering a four-credit Employability Enhancement Course (EEC) at each exit point. The tailored courses are purely skill oriented with internship/placement to enable existing students to become skilled to take up a job immediately after leaving the programme; however, no student has exited so far since implementation of NEP 2020. The batch of students admitted with NEP 2020 have reached the sixth semester in CUK i.e third year. Curriculum structure consists of: i) Major Courses: ii) Minor Courses:iii) Ability Enhancement courses (AEC): iv) Skill Enhancement Courses (SEC): v) Value Addition Courses (VAC): vi) Multidisciplinary Courses (MDC). In the 4th year , students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream and they will be awarded UG degree (Honours with research) whereas students who secure less than 75% can pursue without research and will be awarded UG Degree (Honours). Students have flexibility to choose SWAYAM/MOOC online courses up to 40% in a semester with a blended mode of evaluation. Such courses may include MDC, AEC, SEC and VAC. Efforts are initiated to take the minor courses as vocational courses over and above 16 credits to facilitate employment creation. NEP 2020 is implemented for the postgraduate programs from the academic year 2024-25 by adapting the National Curriculum and Credit Framework for Postgraduate Programmes. The University is planning a one year post graduate programme from the academic year 2026-27. Workshops and a dedicated training on learning outcome based curriculum framework is conducted to faculty members. Orientation programs dedicated to orient students and faculty about NEP 2020 is conducted as a regular practice at the departmental as well as University level. A dedicated NEP implementation committee was formed which monitors the implementation of the policy and takes a periodic review of the activities to align to the policy.

21.Distance education/online education:

Possibilities of offering vocational courses through ODL mode in the institution: The Central University of Karnataka has immense potential to offer diverse vocational courses through Open and Distance Learning (ODL), addressing the skill development needs

of learners from both rural and urban areas. Tailored programs in fields such as computer science, business management, and social work can align with the region's socio-economic context. By adopting a blended learning approach, the university can integrate online theoretical instruction with hands-on practical training, leveraging partnerships with initiatives like Skill India to enhance credibility and industry relevance. The flexibility and scalability of ODL enable the institution to reach underserved communities, make education more affordable, and contribute significantly to regional and national workforce development.

Development and Use of Technological Tools for Teaching-Learning Activities: Technological tools have revolutionized teaching and learning, making education more interactive, engaging, and accessible. At the Central University of Karnataka (CUK), using advanced Learning Management Systems (LMS), smart classrooms, and digital content repositories has significantly enhanced instructional delivery. Platforms like Google Classroom and Moodle are effectively utilized to manage course materials, track student progress, and facilitate seamless communication between students and faculty, fostering a dynamic and efficient learning environment.

Institutional Efforts Towards Blended Learning: Blended learning, which combines online and face-to-face instruction, is a key strategy adopted by many institutions to enhance educational delivery. The Central University of Karnataka (CUK) has established a robust infrastructure, including high-speed internet, smart classrooms, and digital libraries, to support this transition effectively. The university actively integrates high-quality online resources into its curriculum through the SWAYAM platform, ensuring accessibility and quality in education. To maintain and refine the blended learning framework, CUK gathers regular feedback from students and teachers, fostering continuous improvement.

Additionally, CUK has implemented the UGC SWAYAM framework for conducting offline exams for SWAYAM courses, ensuring alignment with national standards and providing students with a comprehensive learning experience.

Good Practices of the Institution in Distance/Online Education Aligned with NEP 2020: The institution has adopted several good practices in online education, reflecting the vision of the National Education Policy (NEP) 2020, emphasizing flexibility, inclusivity, and technology integration in education. Key practices include:

Use of Learning Management Systems (LMS): A robust LMS enables seamless delivery of course content, interactive assignments, and assessments. It provides a centralized platform for students and faculty to engage in virtual learning while ensuring accessibility across devices.

Integration of SWAYAM Platform: The institution

encourages students to enroll in Massive Open Online Courses (MOOCs) through platforms like SWAYAM to promote interdisciplinary learning and credit transfer, as envisioned in NEP 2020. Faculty Development and Training: Faculties are encouraged to attend training programs to equip them with the necessary skills to design and deliver online courses effectively, ensuring a high standard of education. Digital Infrastructure Enhancement: Investments in high-speed internet, digital library tools, labs, and multimedia studios enable the creation of interactive and engaging content, fostering a rich online learning environment. Through these practices, the institution aligns with the NEP 2020 goals of increasing access and equity in education and ensures that online education is inclusive, learner-centric, and future-ready.

Extended Profile

1.Programme

1.1

77

Number of programmes offered during the year:

File Description	Documents
Data Template	View File

1.2

27

Number of departments offering academic programmes

2.Student

2.1

2161

Number of students during the year

File Description	Documents
Data Template	View File

2.2

705

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.3	4412
Number of students appeared in the University examination during the year	
File Description	Documents
Data Template	View File
2.4	51
Number of revaluation applications during the year	
3.Academic	
3.1	1717
Number of courses in all Programmes during the year	
File Description	Documents
Data Template	View File
3.2	191
Number of full time teachers during the year	
File Description	Documents
Data Template	View File
3.3	0
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	12587
Number of eligible applications received for admissions to all the Programmes during the year	
File Description	Documents
Data Template	View File

4.2	503
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
File Description	Documents
Data Template	View File
4.3	130
Total number of classrooms and seminar halls	
4.4	803
Total number of computers in the campus for academic purpose	
4.5	2347.43
Total expenditure excluding salary during the year (INR in lakhs)	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Design and Development	
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University	
<p>At Central University of Karnataka, all academic programs are designed to meet the evolving demands of the nation and the world across diverse sectors. The university plays a key role in shaping the development of society, technology, agriculture, business, and more, at local, national, regional, and global levels. The curriculum is aligned with the university's mission, ensuring that students receive relevant and rigorous training to address these dynamic needs.</p> <p>To enhance education quality, the university conducts workshops on Outcomes-Based Education and follows a structured process to assess each discipline. Course design involves collaboration with stakeholders, experts, and scholars from various fields, ensuring that the Learning Outcomes-Based Curriculum (LOC) reflects diverse perspectives and is carefully reviewed by academic bodies.</p> <p>The university also focuses on the local context, offering courses</p>	

such as "Vachana Literature," "Folk Tourism," and "Climate Change" to explore regional strengths and challenges. Programs like "Criminology," "Organizational Behaviour," and "Peace and Conflict Resolution" involve extensive fieldwork to address societal issues. Additionally, courses in technology, business, and education, such as "Electric Vehicle Technology" and "Strategic Management," to name a few, provide critical insights to drive national progress and global development.

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

30

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

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

452

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

95

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

77

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

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

The university's motto, "think globally and act locally," underpins its vision in the era of post-modern globalization, emphasizing the value of local elements in a global context. We aim for the work of faculty and students to transcend time and space, addressing issues like the future of digital technologies, space exploration, music innovations, and the revitalization of ancient medicine for modern health challenges.

Our education approach fosters globally conscious citizens, offering modern, theoretical, historical, and practical training. We also tackle key issues such as ethics, gender, human values, environment, and sustainability. For example, environmental science is integrated across all undergraduate programs, addressing sustainability challenges like waste management and carbon emissions. Courses like "Geotechnology" and "Ecology" emphasize nature preservation.

Gender equality is a central focus in programs like Social Work, Business Studies, and Law. Courses like "Gender Studies" and "Women and Law" explore gender complexities and advocate for individual rights. Professional ethics is taught through courses like "Research and Publication Ethics" in PhD programs, emphasizing academic integrity.

Human values are integral to societal well-being. Initiatives like

the "Community Living Camp" and courses such as "Introduction to Disabilities" highlight respect and mutuality. Additionally, courses in languages and literature help students develop empathy and a deeper understanding of societal issues.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

97

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

1598

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

976

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is

- All 4 of the above

received from Students Teachers Employers Alumni	
File Description	Documents
Upload relevant supporting document	View File
1.4.2 - Feedback processes of the institution may be classified as follows	<ul style="list-style-type: none"> • Feedback collected, analysed and action taken and feedback available on website
File Description	Documents
Upload relevant supporting document	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Demand Ratio	
2.1.1.1 - Number of seats available during the year	
1136	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)	
2.1.2.1 - Number of actual students admitted from the reserved categories during the year	
660	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
2.2 - Catering to Student Diversity	
2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners	

The CUK admits students through the Common University Entrance Test (CUET) in line with Government of India regulations. It serves a diverse student body from varied academic backgrounds and learning levels. The university's objective is to identify the strengths and challenges of each student group and provide targeted support to foster their growth.

Every year, an induction program introduces students to the university's facilities, helping them explore their interests and passions. This program also motivates students to understand their roles and responsibilities in the educational landscape, both nationally and globally, through activities like guest lectures, ice-breaking sessions, and peer interactions.

After the first internal assessment, an informal report is generated to identify the varied learning needs of students. Based on their academic, cultural, and sports performances, students are categorized into different levels. The following strategies are adopted:

- Remedial classes for personalized learning
- Mentor-Mentee program for guidance and motivation
- Workshops, seminars, and conferences for advanced learning
- Professional sports and cultural coaching
- Leadership and management development through fests
- NSS activities to encourage social responsibility

Therefore, ensuring all students receive the support needed to reach their full potential.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://www.cuk.ac.in/#/webinar

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
2161	191

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

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

The university integrates practicum, projects, internships, field trips, and on-site training into almost all programs to foster experiential and participatory learning. Engineering and Science students engage in projects within university facilities and collaborate with industries, with support provided for field trips.

In specialized programs like Mass Communication and Journalism, students gain hands-on experience in a studio and recording room, learning to operate digital tools such as video cameras, sound mixers, and editing software. The Department of English offers a Language Laboratory that supports courses in listening, speaking, reading, and writing (LSRW) skills, serving all students. Teaching methods include seminars, discussions, and interactions with subject experts.

All departments are equipped with ICT-enabled infrastructure, including smart boards in classrooms and seminar halls. Faculty are provided with laptops or desktops for preparing teaching materials, and each department has a centralized printing facility. The university uses MOODLE-LMS to enhance the learning experience, with high-speed internet and Wi-Fi available across campus.

The smart library offers features such as self-check-in/check-out kiosks, library automation software, and RFID technology, granting access to a wide range of digital and print resources. Efforts are underway to further automate the library for improved service.

Students also play an active role in addressing social, health, and mental issues in the community, reflecting the university's commitment to experiential learning.

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

The University has a well-structured Mentoring system designed to address both academic and psychological concerns of students. Each student is assigned a faculty member as their mentor for regular one-on-one interactions, focusing on academic progress and personal well-being. Mentees are encouraged to meet with their mentors at scheduled intervals, ensuring confidentiality of all discussions.

For students experiencing significant mental health challenges, mentors recommend counseling services at the university's counseling center, collaborating with counselors to support the student's needs. Academic performance is closely monitored, and a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis is conducted to help students understand their strengths and areas for improvement.

Mentors motivate high-achieving students to pursue additional learning opportunities, such as MOOC and NPTEL courses, and encourage them to explore skill development and research. They also assist in connecting mentees with experts and institutions related to their interests. For underperforming students, mentors work closely with course instructors and departmental meetings to discuss challenges, implement remedial measures, and provide individualized attention. This holistic approach ensures that all students receive the support necessary to overcome learning gaps and achieve their potential.

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

191

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year**191**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year**169**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.3 - Total teaching experience of full time teachers in the same institution during the year**2.4.3.1 - Total experience of full-time teachers****1089**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year**9**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms**2.5.1 - Number of days from the date of last semester-end/ year- end examination till**

the declaration of results during the year

33

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

33

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

102

File Description	Documents
Upload relevant supporting document	View File

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

The University utilizes the SAMARTH portal for various administrative processes, including admissions, fee collection, examination form submissions, admit card generation, results, and convocation. This intuitive portal facilitates the timely declaration of results and allows students to register for exams, complete application forms, and download admit cards from anywhere, at any time. The examination section has established a centralized system for evaluating end-semester theory courses, with faculty members entering the assessed marks through their login credentials on the SAMARTH portal.

Additionally, the University has adopted the National Academic Depository (NAD) system for the secure digital storage of academic records, such as certificates, degrees, and mark sheets. The University has also launched the 'Academic Bank of Credits (ABC)' initiative to maintain academic integrity.

File Description	Documents
Upload relevant supporting document	View File

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

B. Only student registration, Hall ticket issue & Result Processing

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.6 - Student Performance and Learning Outcomes

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

The curriculum for all programs is designed around the Learning Outcomes-based Curriculum (LOC), which was implemented through rigorous training and workshops for faculty by subject matter experts. As a result, each program now has clearly defined outcomes, both at the graduate and course levels, aligned with specific program attributes. These outcomes are also mapped to the university's vision and mission, addressing local, national, regional, and global needs.

To assess the attainment of program outcomes, several methods are employed. Question papers are designed according to course learning outcomes, ensuring that memory recall, application, and critical thinking are evaluated. Course-specific feedback is collected from students at the end of each course to verify the achievement of Course Learning Objectives (CLOs).

Continuous evaluation of CLOs occurs through internal assessments, including assignments, seminars, quizzes, and two internal exams spaced throughout the semester. End-term assessments involve written exams and lab work, depending on the course. Additional assessment methods include problem-solving assignments, coding projects, lab reports, essays, debates, and presentations. Projects are continuously mentored, with internships and presentations incorporated to demonstrate CLOs attainment through ongoing evaluation.

File Description	Documents
Upload relevant supporting document	View File

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

The program outcomes (POs) align with the course learning outcomes (CLOs) for each course, ensuring that course content and continuous assessment methods are closely integrated. Exams are conducted to evaluate students' attainment of the course learning outcomes. Typically, theory courses involve continuous assessment and an end-semester exam. Practical courses are evaluated based on practical work, records, practical exams, and viva-voce.

The university's evaluation system is designed to effectively measure the attainment of CLOs, as course content is aligned with the defined outcomes. Various assessment methods, including assignments, seminars, field trips, case studies, internships, dissertations, and projects, contribute to the overall assessment and evaluation. Formative assessments gauge students' mastery of course outcomes.

Feedback is sought to ensure that the curriculum meets societal needs, with data collected through Google Forms and direct interactions. This feedback, gathered from various stakeholders, is analyzed to assess the achievement of CLOs. The exit informal interactions with graduating students are conducted to assess the program outcomes.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

705

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

<https://cuk.ac.in/CUK-IOAC/studentsaf.php>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Research and Development activities is an integral part of CUKs academic endeavor. University has paid attention for promoting research temperament among its faculty and students by putting in place the state-of-the-art facilities and upgrading them periodically.

INFRASTRUCTURE

a. Laboratories, Equipment and Softwares: CUK has state-of-the-art research laboratories equipped with both basic and advanced instruments to support research in science, engineering, and technology departments. Faculty members in science and engineering departments are provided with a research lab to carry out individual research. These facilities are continuously upgraded with the support of institutional funding as well as extra-mural grants. Important equipment are maintained under AMC and fitted with required power back-up.

b. Sophisticated Instrumentation Center: Recently, with the funding support from Higher Education Funding Agency (HEFA), university is upgrading the research facilities across the science departments. The instruments like high frequency NMR, 9 KW thin film XRD and single crystal XRD, Field Emission Scanning Electron Microscope, (FE-SEM), Liquid Chromatography-Mass Spectrophotometer (LC-MS) are being procured. Several new buildings such as Animal house are being built.

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

35

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research
Central Instrumentation
Centre Animal House/Green House Museum
Media laboratory/Studios Business Lab
Research/Statistical Databases Moot court
Theatre Art Gallery

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.2 - Resource Mobilization for Research

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

14.5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

499.97

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

0.14

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3 - Innovation Ecosystem

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

The Central University of Karnataka (CUK) offers a variety of

research support initiatives designed to foster a strong academic and research environment. Here's a detailed report on the research support provided by the Central University of Karnataka:

Research Infrastructure

1. **Laboratories and Equipment:** CUK has state-of-the-art research laboratories equipped with advanced instruments to support research in various disciplines such as science, engineering, and technology. These facilities are crucial for conducting high-quality experimental research.

2. **Sophisticated Instrumentation Center:** A sophisticated instrumentation center is constructed under HEFA support housing a class 10 K clean room. The instruments like high frequency NMR, 9 KW thin film XRD and single crystal XRD along with a physical property measurement setup are ordered to boost research.

Academic Collaborations

1. **National and International Collaborations:** CUK has established collaborations with various national and international institutions. These partnerships facilitate joint research projects, academic exchanges, and access to global research networks like Erasmus Mundus program, Cambridge University collaboration, Indian Nanoelectronics program.

2. **Memorandums of Understanding (MoUs):** The university has signed multiple MoUs with renowned institutions and industries to promote collaborative research, faculty exchange programs, and joint seminars/workshops. Few MoUs to mention are Basava sameeti, Sharana Basava University

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

37

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

37

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

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

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and

E. None of the above

medal at a University function Certificate of honor Announcement in the Newsletter / website

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

03

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

35

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

290

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year**166**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

E. None of the above

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
617/320 = 1.92	215/50=4.3

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
10	08

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

3.5 - Consultancy

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

This Policy provides necessary provisions for carrying out consultancy assignments by the faculty members in consistence with the University's strategic and operational. In adopting this, the Central University of Karnataka reaffirms its commitment for making its expertise available through service to the industry, commerce, government, professions, arts, and other educational and research organizations.

The following guiding principles govern all consultancies assignments to be undertaken by the faculty members of the CUK:

(a) There should be a demonstrable benefit to the University from the consultancy through income, enhanced reputation, and/or expanding the staff member's expertise. (b) The Consultancy must be consistent with existing University policies including those governing employment and the Code of Conduct. (c) The Consultancy must not conflict with the University's functions, objectives, or interests or damage the University's reputation. (d) At a minimum, the salary and on-cost charges must be applied to all project budgets. All Consultancies are required to include overheads. (e) Staff members shall not undertake external research activities where the University has authorized or accorded formal consent to the faculty member unless he/she is on leave without pay, approved by the concerned authorities.

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

3.98

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Academic mandate of the universities

Community engagement integrated as an academic responsibility for the higher education institutions to collaborate with the neighboring villages of the Central University of Karnataka (CUK) to apply multi-disciplinary knowledge systems to catalyze the village development.

Background

Kalaburagi district is one of the backward regions of Karnataka state in terms of human development, education, agriculture, and livelihood and development process as a whole. There have been collaborative efforts between the government schools and the civil society organizations and Non-government Organizations (NGOs) to build the capacities of the teachers and support the required infrastructure. However, the result in terms of improving the academic performance of the rural children has shown meekly positive, but largely negative.

File Description	Documents
Upload relevant supporting document	View File

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

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

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

865

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

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

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Central University of Karnataka (CUK) offers a cutting-edge academic infrastructure that fosters education, research, and innovation. It features 103 classrooms, 62 laboratories, 27 seminar halls, 3 Museums, Research Scholars' Rooms, and ladies' rooms in every academic building. With 800+ computers for academic purposes and a fully Wi-Fi and LAN-enabled campus, seamless connectivity supports digital learning and research.

State-of-the-art facilities include a Central Sophisticated Instrumentation Facility, an incubation center, a language lab with 40 computers, a studio, and a film lab. The university offers two modern auditoriums for large-scale events like conferences and workshops, each seating 350.

The Central Library is fully automated with RFID technology, enabling remote access to books and journals. It provides approximately 14,152 e-Shodh Sindhu resources and features Shodh-Chakra, a unique platform for managing research lifecycles.

The university includes smart classrooms, seminar halls, laboratories, and auditoriums equipped with smartboards, TVs, and LCD projectors to enhance teaching and learning. A multimedia center supports digital content creation, while the SAMARTH portal streamlines e-governance and the Learning Management System (LMS) for efficient academic management and communication.

With its advanced infrastructure and focus on innovation, the university creates a dynamic environment that promotes academic

excellence, research, and holistic development.

File Description	Documents
Upload relevant supporting document	View File

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

CUK has a state-of-the-art multipurpose hall with a built-in area of 2,937 sq. meters and a seating capacity 1,200. This hall serves as the venue for major university-level programs, including annual day celebrations, sports fests, cultural events, convocation ceremonies, and more. Additionally, it accommodates various indoor sports such as badminton, table tennis, chess, and other recreational games.

The university offerstwo dedicated yogacenters at the university guest housefor boys and girls to promote health and wellness. It also provides well-maintained outdoor sports facilities, including volleyball, football, cricket, basketball, tennikoit, and throwball courts, along with a running track that caters to both boys and girls.

The university also considers the recreational needs of younger children with a specially designed kids' play area equipped with swings, slides, climbers, spring riders, and spinners. Fitness enthusiasts benefit from one indoor and four outdoor gymnasiums, designed separately for boys and girls, encouraging physical fitness and an active lifestyle.

These facilities are extensively utilized, creating a vibrant and inclusive environment that promotes physical activity, wellness, and community engagement and enhances the overall development of students and staff.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

CUK ensures a safe and secure environment for its students and staff with CCTV cameras strategically installed at key locations, including the entrance gate, administrative building, boys' and girls' hostels, and the library. Campus security personnel remain

vigilant to ensure the safety and well-being of the student community.

To meet the financial needs of students and staff, the university houses a dedicated Canara Bank branch operating from an independent building. In collaboration with Apollo, the bank provides essential services such as savings accounts, recurring deposit (RD) accounts, student loans, laptop loans, and health insurance. An ATM center is also available on campus for convenient access to banking services.

The university also hosts an India Post office, distinguished by its unique pin code 585367, marking its identity on the geographical map of India. The post office offers various services, including savings accounts, RD accounts, speed post, registered post, eMO, iMO, postal insurance (PLI/RPLI), and international money transfer services like MO Videsh.

Additionally, the campus features a well-furnished Guest House designed to accommodate official guests, participants of seminars, workshops, symposia, and other events organized by the university or its departments.

With these facilities, the university ensures a safe, accessible, and resourceful campus environment for all.

File Description	Documents
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

1624.46

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

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

The CUK Central Library is fully automated with RFID technology, enhancing efficiency and user satisfaction. It operates on LibSys 10, integrating Acquisition, Cataloguing, Circulation, Serial Control, and WEB-OPAC. The WEB-OPAC system enables precise, word-based searches with Boolean operators to access bibliographic databases.

A dedicated portal, cuklibrary.ac.in, supports the library's digitization facility, providing remote access to e-resources.

The library's Braille Resource Center serves visually challenged students by converting regular text into Braille and providing audiobooks and assistive technologies, fostering self-reliance and independent learning. Workshops and training sessions are organized for educators to support students with visual disabilities better.

Best Practices include:

- User Awards to encourage library utilization.
- SMS and email alerts for transactions.
- E-content workshops and demo services for faculty and scholars.
- For seamless access, self-service kiosks, biometric issue-returns, smart cards, and a mobile app.
- A Flap Barrier Gate to track attendance.

As a member of INFLIBNET e-ShodhSindhu, the library provides access to 14,152 resources. It also uses IRINS to showcase research activities and Shodh-Chakra to streamline the research lifecycle, supporting scholars in managing their work efficiently.

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)**49.24**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)**210**

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure**4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year****130**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The Central University of Karnataka (CUK) boasts a robust 1 Gbps internet bandwidth, ensuring seamless connectivity across its campus through LAN and Wi-Fi. The CUK IT Section continuously upgrades its infrastructure to meet evolving demands, with several key enhancements implemented during 2023-2024.

Key advancements include extending RailTel Campus Connect Wi-Fi services under OPEX mode for five years and enhancing network reliability and accessibility. To improve connectivity, Additional Wireless Access Points (WAPs) have been installed in academic buildings and hostels. The 1 Gbps National Knowledge Network (NKN)

leased line provides high-speed internet, supplemented by Jio Air Fibre connections in the admin block.

Connectivity has been extended to new facilities, including the Classroom Complex, Sophisticated Instrumentation Centre (SIC), and Incubation Centre, alongside academic buildings for newly joined staff. A Digital Language Lab with LAN and Wi-Fi was established at the Department of English, fostering advanced learning opportunities.

Additionally, Smart Panels and Smart Boards equipped with LAN and Wi-Fi have been provided in academic buildings and classroom complexes, supporting innovative teaching methods. These upgrades underline CUK's commitment to maintaining a cutting-edge digital ecosystem for academic and administrative excellence.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
2161	803

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

• 1 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year****722.97**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

Central University of Karnataka (CUK) has well-structured systems to manage and utilize its physical, academic, and support facilities through various sections like campus development, engineering, procurement, finance, academic, student welfare, sports, and security.

The campus development and engineering sections oversee the maintenance of infrastructure, including buildings, roads, landscaping, utilities, and sewerage systems. The procurement section ensures centralized purchases through GEM, adhering to General Financial Rules (GFR-17).

The finance section processes bills after review by the Internal Audit Cell, which evaluates transactions and agreements. The academic section develops and implements academic policies, currently supporting 27 departments under 12 schools and three centers. Department heads and non-teaching staff maintain classrooms and labs, supervised by school deans.

The Student Welfare Department manages scholarships, hostels, medical insurance, and other student needs. The sports section organizes sports events, training, and coaching, and maintains separate gymnasiums for male and female students.

The IT section ensures internet access, IT infrastructure, and security, while campus security manages safety with CCTV surveillance. The health center is professionally managed, and the central library offers extensive resources, including books, e-resources, RFID technology, and OPAC services.

Departments maintain fixed assets through stock registers,

logbooks, and AMCs for high-value equipment, ensuring streamlined operations.

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

499

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

520

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	<ul style="list-style-type: none"> • All of the above
File Description	Documents
Upload relevant supporting document	View File
5.2 - Student Progression	
5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)	
5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year	
103	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
5.2.2 - Total number of placement of outgoing students during the year	
160	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year	
250	

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

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

7

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The Student Council at the Central University of Karnataka plays a crucial role in fostering institutional development and promoting student welfare. As a representative body, the Council actively engages with both students and the administration to address various concerns and ensure that the student voice is heard. One of its primary activities is organizing cultural, academic, and extracurricular events that contribute to a vibrant campus life. These events not only showcase the talents of students but also help in building leadership, teamwork, and organizational skills.

Additionally, the Student Council is involved in initiating programs aimed at enhancing the overall well-being of students. This includes mental health awareness campaigns, peer counseling, and creating support networks for students facing academic or personal challenges. The Council also works to ensure a smooth academic experience by collaborating with faculty and administration to address issues such as curriculum improvements, examination schedules, and academic resources.

In terms of institutional development, the Student Council actively contributes to decision-making processes related to campus infrastructure, sports facilities, and student amenities. By acting as a bridge between the students and the administration,

the Council helps foster a more inclusive, student-centered environment, ensuring that the welfare and development of the student body remain a top priority.

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

79

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.4 - Alumni Engagement

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

The alumni associations and chapters of the Central University of Karnataka (CUK) made significant contributions to the university's development in 2023-24. Their impact spanned areas such as financial support, career guidance, infrastructure improvement, and academic excellence.

- 1. Alumni Engagement & Networking:** Alumni connected with current students through reunion events, webinars, and mentorship programs. These initiatives facilitated career placements, internships, and networking opportunities, strengthening ties between alumni and students.
- 2. Financial Contributions:** Alumni organized fundraising campaigns to support infrastructure development, including lecture halls, libraries, and research labs. Contributions from alumni in the technology sector enhanced the university's technological capabilities, and industry professionals sponsored research projects, particularly in sustainability and data science.
- 3. Academic Excellence:** Alumni played a key role in promoting academic excellence by delivering guest lectures, conducting workshops, and facilitating international collaborations.

They also contributed to curriculum development by aligning it with industry needs.

4. **Career Development & Placement:** Alumni offered career counseling, helping students prepare for interviews and choose the right career paths.

5. **Community Development:** Alumni contributed to community welfare through outreach programs, health camps, and sustainability initiatives.

Overall, the alumni network's active involvement in academic, financial, and community initiatives

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

D. 1 Lakhs - 3Lakhs

File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

6.1.1 The governance and leadership of the Central University of Karnataka are strategically aligned with its vision and mission. This alignment is demonstrated through the systematic implementation of NEP 2020, sustained institutional development, decentralization of authority, participatory governance mechanisms, and the formulation and execution of well-defined short-term and long-term perspective plans, underscoring the University's commitment to institutional excellence and quality assurance.

Vision:

To make a futuristic Impact on Society through constant

Innovation, and Creativity in Education, Research, Entrepreneurship, and Outreach, with Inclusivity and Indian Values as its Mainstay.

Mission

- To foster a forward-looking academic environment for students aspiring for in-depth knowledge in their discipline and frontier areas; troubleshooting; leadership, professional aptitude, and ethics; interpersonal and communication skills; sound Health and well-being.
- To nurture a futuristic university community dedicated to (a) attracting and retaining diverse, top-notch talent; and (b) a collaborative environment open to the exchange of ideas ensuring the excellence of individuals.
- To impact the community in a transformative way – regionally, nationally, and globally – by engaging with collaborators outside the conventional borders of the university campus.

File Description	Documents
Upload relevant supporting document	View File

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

6.1.2 The institutional perspective plan is meticulously implemented, ensuring the effective and efficient functioning of its governance and administrative bodies. This is reflected in the establishment of robust policies, a well-structured administrative framework, transparent appointment processes, comprehensive service rules, and standardized operational procedures.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

6.2.1 The institution perspective plan is effectively deployed and the functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

File Description	Documents
Upload relevant supporting document	View File

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

6.2.2. The institution adopts e-governance to enhance its operational efficiency and transparency. (SAMARTH) E-governance is effectively implemented across key areas, including Administration: Streamlining processes such as leave management, employee management, File management. Finance and Accounts: Ensuring accurate and transparent financial management. Student Admission and Support: Simplifying admission processes and providing seamless student services. Examinations: Facilitating efficient examination management and result processing.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

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

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

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

6.3.1. The institution has a comprehensive performance appraisal system, implement effective welfare measures for teaching and non-teaching staff, and provides ample opportunities for career development and progression. The University ensures timely promotion for both teaching and non-teaching employees and encourages all its employees to participate in training program, orientation and refresher courses.

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

06

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

69

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization**6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

6.4.1 Central University of Karnataka strategically mobilizes resources beyond salary and fees, the university secures funding through research grants from UGC, ICSSR, DST, and CSIR, and industry partnerships that include consultancy services. Alumni contributions, etc.

File Description	Documents
Upload relevant supporting document	View File

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

6900

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

6900

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.4 - Institution conducts internal and external financial audits regularly

6.4.4 Central University of Karnataka conducts regular internal to ensure transparency, accountability, and adherence to financial regulations, and external financial audits is conducted by CAG to assess the accuracy of financial statements, identify areas for improvement, and ensure that resources are utilized efficiently to support the institutions academic and infrastructural goals.

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

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

6.5.1 - The Internal Quality Assurance Cell (IQAC) at Central University of Karnataka has played a pivotal role in institutionalizing quality assurance strategies and processes. By regularly reviewing the teaching-learning process, operational structures, methodologies, and learning outcomes, the IQAC ensures continuous improvement and alignment with academic standards, contributing significantly to the institution's overall quality enhancement.

File Description	Documents
Upload relevant supporting document	View File

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

A. Any 5 or all of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

6.5.3 - In the current year, Central University of Karnataka has

made incremental improvements in quality assurance, building on the foundation laid during the first accreditation cycle. Post-accreditation initiatives in subsequent cycles have focused on enhancing teaching-learning processes, infrastructure, research activities, and student support systems. These efforts are aimed at achieving sustained quality enhancement and aligning with the institution's strategic goals for academic and operational excellence.

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The promotion of gender equity is a critical aspect of fostering an inclusive environment. Below are the measures that may be initiated during a year to promote gender equity:

1. **Woman study center:** The woman study center was established in the University in 2017 to build gender equity, sensitisation, welfare, research and study. The activities are on revival in the past year [ref]
2. **Gender sensitisation orientation:** The gender sensitisation is a part and parcel of the student orientation for new join students. The students are educated about gender equity and policies during these sessions.
3. **Training for women faculty and rural woman folk on self sustainment and economic independence** is part of the internal gender equality campaign and outreach [ref]
4. **'Women health'** is one of the prime focuses of the University. Yoga for women staff [Ref], Safety and hygiene, mental health training for rural folk are conducted [Ref]. A napkin vending machine has been installed for the hostel's students and women's staff.
5. **Life skill training programs for girl children** are conducted to support and orient young minds through Interactive Workshops; Hands-on activities to ensure active participation.

6. Safety infrastructure: Lighting and Visibility, woman only shettal, CCTV surveillance is provided, reviewed periodically.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	Nil

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institution has implemented a structured system for managing degradable and non-degradable waste to promote environmental sustainability.

The waste segregation at the source is implemented at the University by methods of coded dustbin and other protocols.

1. Degradable Waste Management:

- **Composting Units:** Organic waste from cafeterias, gardens, and hostels is processed in composting units to produce manure for landscaping.
- **Vermicomposting:** Dedicated pits are used for vermicomposting, turning biodegradable waste into nutrient-rich compost.
- **Wastewater treatment:** Two dedicated wastewater treatment plants are functional in the University. The output water is used for irrigation for Landscaping, toilets and Restroom Flushing, Groundwater Recharge [Ref].
-

2. Non-Degradable Waste Management:

- **Recycling Centers:** Recyclable materials like paper, glass, and plastic are collected and sent to authorized recycling facilities.
- **E-Waste Disposal:** Obsolete electronic equipment is handled through partnerships with certified e-waste recycling companies.
- **Hazardous waste Management:** Chemicals and biosamples are separately collected and disposed of with complete safety through authorized recycling facilities [Ref].
- **Awareness Programs:** Regular workshops and campaigns educate stakeholders about proper waste segregation and disposal practices are conducted through the University NSS unit [Ref]

By integrating these systems, the institution ensures effective waste management, reducing environmental impact and fostering a clean and green campus.

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above
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File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1.Restricted entry of automobiles 2.Use of bicycles/ Battery-powered vehicles 3.Pedestrian-friendly pathways 4.Ban on use of plastic 5.Landscaping 	A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5.Beyond the campus environmental promotional activities 	B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

<p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</p>	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

<p>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)</p>
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<p>The Central University of Karnataka is committed to build an inclusive environment that promotes tolerance, harmony, and respect for cultural, regional, linguistic, communal, and socio-economic diversity.</p> <p>The university follows reservation policies to ensure equitable representation of SC/ST, OBC, EWS, and PwD communities, creating opportunities for marginalized groups. Students from across the country are admitted, contributing to a vibrant multicultural campus. The Equal Opportunity Cell (EOC) addresses grievances and ensures inclusivity, while scholarships and financial assistance are provided to economically weaker students.</p> <p>CUK celebrates regional and cultural festivals, organizes linguistic and cultural programs, and observes International Mother Language Day to promote cultural exchange and respect for linguistic diversity. The Center for Endangered Languages preserves regional and tribal languages, fostering linguistic harmony with a dedicated tribal studies department functioning.</p>
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Workshops, seminars, and courses on social justice, gender equity, and human rights sensitize students to embrace diversity. The campus is designed to be inclusive, with accessible infrastructure for differently-abled individuals. Anti-ragging and anti-discrimination policies ensure a safe environment.

Through community engagement, inclusive policies, and a curriculum promoting tolerance, CUK instills values of unity in diversity, preparing students to contribute to a harmonious and equitable society.

File Description	Documents
Upload relevant supporting document	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The Central University of Karnataka prioritizes sensitization of students and employees to their constitutional obligations, values, rights, duties, and responsibilities as citizens of India. To instill these values and promote responsible citizenship, the institution has implemented various activities:

Constitution Day Celebrations: The institution commemorates Constitution Day to reaffirm the importance of constitutional values, fostering a sense of national identity and civic pride.

Constitution Workshops: Regular workshops and seminars are conducted to educate students and employees about the Constitution of India, its key principles, and the rights and duties enshrined in it. These sessions provide a foundational understanding of the legal framework.

National Legal Service Day: Regular workshops and seminars are conducted to educate students and employees about the Constitution of India, its key principles, and the rights and duties enshrined in it.

Community Engagement Programs: Students and employees are encouraged to actively participate in community service and outreach programs.

Awareness Campaigns: Regular awareness campaigns are run on important issues like environmental conservation, gender equality, and social justice, instilling a sense of responsibility and

social commitment among participants.

Legal Literacy Campaigns: The institution organizes legal literacy campaigns that focus on fundamental legal aspects, ensuring participants are aware of their rights, duties, and the legal processes involved in upholding them.

Value-Based Education: The institution incorporates value-based education into the curriculum, emphasizing moral and ethical principles in professional conduct. This equips students with a strong ethical foundation.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website. There is a committee to monitor adherence to the Code of Conduct. Institution organizes professional ethics programmes for students, teachers, administrators and other staff. Annual awareness programmes on Code of Conduct are organized.

Any 2 of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The Central University of Karnataka celebrates national and international commemorative days, events, and festivals, in respect of the birth and memorials of great personalities of India who served in India and People of India

- All the employees and students of the Central University of Karnataka participated in the 75th Independence Day of India on the 15th of August 2023.
- 67th Karnataka Rajyotsava on the first november. The foundation day of Kerala state, Andhra State and Odisha are conducted as well.
- The Central University of Karnataka observed Kalyana

Karnataka Utsav on 17.09.2023.

- Also referred to as Pragat Diwas, Valmiki Jayanti 2024 is celebrated on October 28.
- National Youth Day was celebrated to mark the birth anniversary of Swami Vivekananda on 12. 01. 2024.
- Parakram Diwas was celebrated on 23 rd January 2024.
- Republic day was celebrated on 26th January 2024
- The University celebrated World Environmental Day-2023 on 05-06.2024.
- University celebrated Babasaheb, DR. B. R. Ambedkar, on the occasion of his 134th birth anniversary on 14.04.2024

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

1. Objectives of the Practice:

a. The Context: The 654 acre campus is semiarid and is dry land. The University is located in a basaltic terrain with less soil on the land of functioning.

b. The practice: The CUK has adapted a multifaceted approach to build an eco-friendly green campus. Design of the buildings is done using sustainable materials, solar panels, rainwater harvesting and energy-efficient technologies. Native plants are used for landscaping to support wildlife, preserve the local ecosystem. Developed green spaces like parks, gardens. Installed solar panels on roofs, and other buildings, and provide solar lighting in outdoor areas. The University has set up a composting facility. The dedicated pathways for walking are created with transport via EV-based vehicles. Energy saving protocols like use of LED for lighting the campus are adapted to build a sense of

sustainability.

c. Evidence of Success: The campus has a biodiversity-protected forest area. The campus has a total of 150 varieties of flora and more than 50 vertices of fauna which are of medicinal value and cultural importance. The total tree count today in the campus is more than 10,000.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The University is situated in a semiarid zone with dry basalt soil deficit terrain. This 654 area water deficit is made green. Water bodies are created to host flora and fauna-rich ecosystems. It coexists with flora and fauna in a biodiversity-protected area. Water conservation systems in place.

The only institution to effectively implement NEP in South India. CUK has initiated and integrated the National Credit Framework (NCrF); National Higher Education Qualification Framework (NHEQF); National Curriculum and Credit Framework for Undergraduate Programme. The University has implemented NEP 2020 during the academic year 2022-23. CUK is offering four years UG (Honours with research/without research) programs through nine departments as per the National Curriculum and Credit Framework for UG Programmes (CCFUP). The master's programs are also added from 2025-26 onwards [Ref].

A sophisticated instrumentation centre aiming at training the students of the University and the Kalyana Karnataka region which is lean educationally indexed by higher dropout ratio.

The only University in South India to establish the Center for Endangered Languages to document, publish and preserve the languages that are on the verge of extinction. A detailed study of grammar and structure is undertaken [Ref].

7.3.2 - Plan of action for the next academic year

The plan of action for the next academic year puts on priority the restructuring of departments with programs like Genetics and Genomics, LLB, Library and Information Science, Statistics, Data Science and Machine learning. The institution plans to uphold community engagement integrated into the curriculum.

The university aims to build skill-oriented programs and initiate a centre of interdisciplinary and thematic research. To strengthen State-of-the-art instrumentation and service centre for research and consultancy

The university aims to establish a model self-fed regenerative aquanet for basaltic terrain with public-private partnership. As a part of this activity, we plan to build a conservation zone for semi-arid flora and fauna and a dedicated botanical garden.

The institution aims to strengthen the startup culture on campus through an incubation centre. We plan To implement Earn-and - Learn scheme for students to encourage a self-support culture on campus. We plan to enhance the production of renewable energy on campus with CSR - R & D funds further encouraging research in thrust areas like Natural products, health and medicine, agriculture, Devices for sensing, memory and communication, Renewable energy, Community health and psychiatry, Temple and Tribal economy, culture and literature, Languages and linguistics of endangered languages, AI and Machine learning intervention.