Institutional Development Plan (IDP)

Mahatma Gandhi Central University, Motihari

East Champaran, Bihar – 845401

RECOGNITION

The Mahatma Gandhi Central University (MGCU) is established by an Act of Parliament, which received the assent of the President on 17th December 2014.

Further information on the Mahatma Gandhi Central University can be obtained from the University's office or its Website http://www.mgcub.ac.in

Hon'ble President of India

H.E. The President of India

Smt. Droupadi Murmu

Hon'ble Prime Minister of India

H.E. The Prime Minister of India

Shri Narendra Modi

Approved by IDP Committee of MGCU on 21.12.2023

Hon'ble Minister of Education

Shri Dharmendra Pradhan

Hon'ble Chancellor

Padma Shri

Dr. Mahesh Sharma

Hon'ble Vice-Chancellor

Professor Sanjay Srivastava

Approved by IDP Committee of MGCU on 21.12.2023

F. No. 2-1/MGCU/GA/2016   **Dated:** 18th May 2023
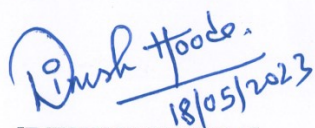
OFFICE ORDER

1. It is hereby notified for information of all concerned that **in order to prepare the overall Institutional Development Plan (IDP) for next five (05) and ten (10) years**, the Competent Authority has been pleased to **constitute** a Committee comprising following members:

i.	Prof. Pavnesh Kumar, Dept. of Management Sciences	---	**Chairman**
ii.	Prof. Santosh Kumar Tripathi, Department of Physics	---	Member
iii.	Dr Bimlesh Kumar Singh, Department of English	---	Member
iv.	Dr Atul Bhargava, Department of Botany	---	Member
v.	Dr Kailash Chandra Pradhan, Department of Economics	---	Member
vi.	Dr Mukesh Kumar, Department of Educational Studies	---	Member
vii.	Dr Sweta, Department of Sociology	---	Member
viii.	Dr Parmatma Kr. Mishra, Department of Media Studies	---	Member
ix.	Mr Ram Lal Bagaria, Department of Economics	---	**Member Secretary**

2. The said Committee will prepare the IDP for next five (05) and ten (10) years, and submit the same to the Competent Authority of the University for further necessary orders/ decision in this regard.

3. While preparing the IDP of the University, the Committee may take reference(s) from the **(i)** documents prepared by National Institute of Educational Planning & Administration (NIEPA), New Delhi in this regard; and **(ii)** draft Guidelines on the Institutional Development Plan (IDP) developed by University Grants Commission, New Delhi. A copy of the same is available on the Website of concerned organisation.

4. This is issued with the approval of the Competent Authority.

[SACHCHIDA NAND SINGH]
OSD (Administration)

Copy of the above forwarded to the following for information and necessary action please:
1. Individual concerned
2. The OSD (Finance)/CoE/DSW/Campus Director/Proctor/Dean, R&D/Librarian/Coordinator, IQAC, MGCU
3. All Deans of different School, MGCU - *with the request to ensure the compliance of the aforesaid order of the Competent Authority.*
4. All Heads of various Teaching Departments, MGCU - *with the request to ensure the compliance of the aforesaid order of the Competent Authority.*
5. The Provost/Estate Officer/Warden, Girls Hostel/Sports Officer/Deputy Registrar, MGCU
6. Member Secretary, University Website Committee, MGCU - *with the request to upload/update the same on University Website for information of all concerned.*
7. PRO/Hindi Officer/Section Officers, MGCU
8. PS to the Vice-Chancellor - *for kind information of the Hon'ble Vice-Chancellor please.*
9. Guard File

[DINESH HOODA]
Section Officer

MAHATMA GANDHI CENTRAL UNIVERSITY (MGCU) came into existence by an Act of Parliament, Central Universities (Amendment) Act 2014(No 35 of 2014). The University became functional on 3rd February 2016. MGCU is situated in Motihari (Bankat), on National Highway 28.

MGCU is proving to be an excellent centre of Higher Studies in both General Education and Technical fields. The salient characteristics of the University have attracted the enthusiastic learners from different parts of the country to seek admission here. Needless to reiterate, the well-experienced and competent Faculty of the university is the central basis for the academic excellence being sustained herein.

The location of the university in Motihari, Bihar does take us to the glorious historic year of 1917 when Mahatma Gandhi started his well-known SATYAGRAHA, the first ever anti-colonial struggle against the British. It is rightly said that Motihari made Mahatma Gandhi the BAPU, the premier MASS LEADER who henceforward revolutionized the whole India through miraculous mantras of Truth and Non- Violence. No wonder, MGCU is committed towards inculcating the spirit of SATYAGRAHA, TRUTH and NON- VIOLENCE among our learners towards rendering their invaluable services to humanity.

Christened after Mahatma Gandhi, FATHER OF NATION, MGCU is one of the emerging public central universities of India. The Motto of the University is enshrined in the LOGO: *"मयि श्रीः श्रयतां यशः"*. The very logo is an invocation of Vedic Chant meant for showering the prosperity of name, fame and riches upon all. This is the guiding principle behind the educational spirit of this University. All the Members of the University (both Teaching & Non-Teaching) work heart and soul towards enabling our students/ learners to achieve the all-round success and prosperity.

It is notable that MGCU is being galvanized under the visionary and dynamic leadership of our Hon'ble VICE- CHANCELLOR, Professor Sanjay Srivastava. It's remarkable that our VC is a man of prodigious versatility, excellent academic vision and wonderful administrative acumen. Quite naturally, the all-round development and betterment as regards pedagogy, extra-curricular activities, administration, infrastructure, research, innovation are being harmoniously and steadily realised herein the ideal ambience of our University.

Permanent Campus of the University: The University has recently received in the first phase 140 Acres of Land from the State Government for establishment of its permanent campus in Motihari Town. However, the University has been assured a total land of 302 Acres near Bankat-Bairiya village in Motihari Town for which the land acquisition process is going on.

Campuses of the University: The University is presently operating from the following Campusessome of whichhave been provided by the State Government of Bihar or hired by the University on rent basis:

❖ **Administrative Office:** The Administrative Office, which presently serves as the Headquarter of the University, is running in the Dr. Ambedkar Administrative Building hired by the University on rent basis located at Raghunathpur, Near OP Thana, Motihari, District – East Champaran. The Offices of the Vice-Chancellor, Registrar, Finance Officer and IQAC are located in this building.

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❖ **Academic Campuses:** At present university is running in three academic blocks/building namely:

➢ **Gandhi Bhawan:** Gandhi Campus is situated in the main premise of the university at Bankat, Motihari. In this building the Departments under the School of Social Sciences and School of Humanities & Languages are operational. The campus is customised to meet the minimum functional requirements to cater for the academic activities, sports and cultural activities of the university. It provides an inspiring ambience for academics.

➢ **Chanakya Parisar:** The academic activities of the University started in this campus provided by the State Government of Bihar on rent basis in the Zila School premise at Motihari, from its establishment. Buildings of this campus have been renovated and customised to meet the minimum functional requirements to run the academic, cultural and sports activities of the University. This campus is like an oasis in Motihari. Departments under the School of Life Sciences, School of Physical Sciences and Department of Computer Science and Information Technology and Atal Bihari Vajpayee Central Library are operational.

> **Pt. Deen Dayal Upadhyay Parisar:** This building is hired by the University on rent basis situated near Pt. Ugam Pandey College, Baluatal, Motihari. In this campus the Departments under the School of Computational Sciences, Information and Communication Technology (except the Department of Computer Science and Information Technology), School of Commerce and Management Sciences and School of Education are operational.

❖ **Temporary Women's Hostel** *(named as Kasturba Gandhi Women's Hostel)*: The University has hired a building in ChottaBariyarpur, near HawaiAdda Chowk, Motihari on rent basis for the Women's Hostel of the University. It has a capacity to accommodate

approx. 50 women at a time with full security measures. All students who wish to opt for hostel accommodation have to mandatorily join the hostel mess. The University has made available transport facility to the residents of the hostel to commute between the Hostel and various Campuses of the University.

VISION OF THE UNIVERSITY

- Be an internationally acclaimed University recognized for excellence in teaching, research and outreach.

- Remain dedicated and steadfast in the pursuit of the best and the excellent in the realm of the material and the spiritual aligned with the Motto of the University.

- Blossoming of manifold skills & competence among our learners.

- Harnessing the Youths of the country for building a sustainable & integrated nation towards an enlightened World-order.

MISSION OF THE UNIVERSITY

- Empowering of budding youths through imparting high quality

- Education, training and research.

- Fostering innovation in teaching, learning, research and compulsory services.

- Enabling the students towards emerging as living and powerful harbingers of social change.

- Bringing about all round development of students and contributing towards establishing the age-old ideas of 'Vasudhaiv kutumbakam.'

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- Furnishing our learners with holistic development to be blessed with unending prosperity of name, fame and riches as enshrined in the motto.

- To foster a spirit of lifelong learning among students and alumni.

PROFILE OF THE UNIVERSITY

University Statutory Bodies

- **The Court**

- **The Executive Council**

- **Academic Council**

- **Finance Committee**

- **Planning and Monitoring Board**

University Officers and Staffs

S. No.	Name	Designation
1.	Mr. Sachchida Nand Singh	OSD (Administration)
2.	Prof. Vikas Pareek	OSD (Finance)
3.	Dr. K. K. Upadhyay	Controller of Examinations
4.	Ms. Shephalika Mishra	Public Relation Officer
5.	Er Kaushlesh Kumar Singh	Assistant Engineer (Civil)
6.	Mr. Dinesh Hooda	Section Officer
7.	Mr. Ajeet Kumar	Section Officer

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8.	Mr. Siddharth Chakrabarti	Hindi Officer
9.	Er Utpal Kumar Maurya	Junior Engineer (Electrical)
10.	Er Koustubh Shanker Pandey	Junior Engineer (Civil)
11.	Mr. Manjesh Kumar	Assistant
12.	Mr. Manav Kumar Singh	Assistant
13.	Mr. Prince Kumar	Assistant
14.	Mr. Sunil Kumar	Assistant

Teaching Staffs

S. No.	Name of Faculty Member	Designation
Department of Commerce		
1.	Prof. Shirish Mishra	Professor
2.	Dr. Subrata Roy	Associate Professor
3.	Mr. Avneesh Kumar	Assistant Professor
4.	Dr. Shivendra Singh	Assistant Professor
5.	Dr. Sumita Sinku	Assistant Professor
6.	Dr. Ravish Chandra Verma	Assistant Professor
Department of Management Sciences		
7.	Prof. Pavnesh Kumar	Professor
8.	Dr. Sapna Sugandha	Associate Professor
9.	Dr. Alka Lalhall	Assistant Professor

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S. No.	Name of Faculty Member	Designation
10.	Mr. Arun Kumar	Assistant Professor
11.	Dr. Svati Kumari	Assistant Professor
Department of Computer Science & Information Technology		
12.	Prof. Vikas Pareek	Professor
13.	Dr. Atul Tripathi	Assistant Professor
14.	Mr. Shubham Kumar	Assistant Professor
15.	Dr. Sunil Kumar Singh	Assistant Professor
16.	Dr. Vipin Kumar	Assistant Professor
Department of English		
17.	Dr. Bimlesh Kumar Singh	Associate Professor
18.	Dr. Umesh Patra	Assistant Professor
19.	Dr. Kalyani Hazri	Assistant Professor
20.	Mr. Balande Chandoba Narsing	Assistant Professor
21.	Mr. Deepak	Assistant Professor
Department of Hindi		
22.	Prof. Rajender Singh	Professor
23.	Prof. Pramod Meena	Professor
24.	Dr. Anjani Kumar Shrivastava	Associate Professor
25.	Dr. Garima Tiwari	Assistant Professor
26.	Dr. Shyam Nandan	Assistant Professor

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S. No.	Name of Faculty Member	Designation
27.	Dr. Govind Prasad Verma	Assistant Professor
28.	Dr. Asha Meena	Assistant Professor
Department of Biotechnology		
29.	Prof. Anand Prakash	Professor
30.	Prof. Brijesh Pandey	Professor
31.	Dr. Satarudra Prakash Singh	Associate Professor
32.	Dr. Saurabh Singh Rathore	Assistant Professor
33.	Dr. Swati Manohar	Assistant Professor
34.	Dr. Shashikant Ray	Assistant Professor
35.	Dr. Akhilesh Kumar Singh	Assistant Professor
Department of Botany		
36.	Prof. Shahana Majumder	Professor
37.	Dr. Atul Bhargava	Associate Professor
38.	Dr. Ram Prasad	Associate Professor
39.	Dr. Pratibha Singh	Assistant Professor
40.	Dr. Durgeshwer Singh	Assistant Professor
41.	Dr. Tara Chandra Ram	Assistant Professor
Department of Zoology		
42.	Prof. Arttatrana Pal	Professor
43.	Prof. Pranveer Singh	Professor

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S. No.	Name of Faculty Member	Designation
44.	Dr. Preeti Bajpai	Associate Professor
45.	Dr. Buddhi Prakash Jain	Assistant Professor
46.	Dr. Amit Ranjan	Assistant Professor
47.	Dr. Shyam Babu Prasad	Assistant Professor
48.	Dr. Kundan Kishor Rajak	Assistant Professor
Department of Mathematics		
49.	Dr. Sheo Kumar Singh	Assistant Professor
50.	Dr. Babita Mishra	Assistant Professor
51.	Mr. Amitabh Gyan Ranjan	Assistant Professor
52.	Dr. Rajesh Prasad	Assistant Professor
Department of Physics		
53.	Prof. Ajai Kumar Gupta	Professor
54.	Prof. Santosh Kumar Tripathi	Professor
55.	Prof. Sunil Kumar Srivastava	Professor
56.	Dr. Neelabh Srivastava	Assistant Professor
57.	Dr. Sweta Singh	Assistant Professor
58.	Dr. Arvind Kumar Sharma	Assistant Professor
59.	Dr. Pawan Kumar	Assistant Professor
Department of Chemistry		
60.	Prof. Devdutt Chaturvedi	Professor

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S. No.	Name of Faculty Member	Designation
61.	Prof. Rafique Ul Islam	Professor
62.	Dr. Rakesh Kumar Pandey	Associate Professor
63.	Dr. Rajanish Nath Tiwari	Assistant Professor
64.	Dr. Abhijeet Kumar	Assistant Professor
65.	Dr. Uttam Kumar Das	Assistant Professor
66.	Dr. Anil Kumar Singh	Assistant Professor
Department of Economics		
67.	Dr. Kailash Chandra Pradhan	Associate Professor
68.	Mr. Bidhubhushan Mishra	Assistant Professor
69.	Mr. Ram Lal Bagaria	Assistant Professor
70.	Dr. Shreedhar Satyakam	Assistant Professor
Department of Educational Studies		
71.	Prof. Asheesh Srivastava	Professor
72.	Dr. Mukesh Kumar	Associate Professor
73.	Dr. Rashmi Srivastava	Assistant Professor
74.	Dr. Pathloth Omkar	Assistant Professor
75.	Dr. Manisha Rani	Assistant Professor
Department of Gandhian and Peace Studies		
76.	Prof. Sunil Mahawar	Professor
77.	Dr. Jugal Kishor Dadhich	Associate Professor

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S. No.	Name of Faculty Member	Designation
78.	Dr. Aslam Khan	Associate Professor
79.	Dr. Ambikesh Kumar Tripathi	Assistant Professor
80.	Dr. Abhay Vikram Singh	Assistant Professor
Department of Library and Information Science		
81.	Prof. Ranjeet Kumar Choudhary	Professor
82.	Dr. Bhaw Nath Pandey	Assistant Professor
83.	Dr. Madhu Patel	Assistant Professor
84.	Ms. Sapna Devi	Assistant Professor
Department of Social Work		
85.	Dr. Rashmita Ray	Assistant Professor
86.	Dr. Upmesh Kumar	Assistant Professor
87.	Dr. Anupam Kumar Verma	Assistant Professor
Department of Political Science		
88.	Dr. Sarita Tiwari	Associate Professor
89.	Dr. Narendra Kumar Arya	Associate Professor
90.	Dr. Pankaj Kumar Singh	Assistant Professor
91.	Mr. Om Prakash Gupta	Assistant Professor
92.	Ms. Prerana Bhaduli	Assistant Professor
93.	Dr. Narendra Singh	Assistant Professor
Department of Sociology		

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S. No.	Name of Faculty Member	Designation
94.	Dr. Sujit Kumar Choudhary	Associate Professor
95.	Dr. Dinesh Vyas	Assistant Professor
96.	Mr. Mritunjay Kumar Yadavendu	Assistant Professor
97.	Dr. Sweta	Assistant Professor
98.	Mr. Sanjay Kumar	Assistant Professor
Department of Media Studies		
99.	Prof. Arun Kumar Bhagat	Professor
100.	Dr. Pirshant Kumar	Associate Professor
101.	Dr. Anjani Kumar Jha	Associate Professor
102.	Dr. Sunil Deepak Ghodke	Assistant Professor
103.	Dr. Uma Yadav	Assistant Professor
104.	Dr. Saket Raman	Assistant Professor
105.	Dr. Parmatma Kumar Mishra	Assistant Professor
Department of Sanskrit		
106.	Prof. Prasoon Dutta Singh	Professor
107.	Dr. Shyam Kumar Jha	Associate Professor
108.	Dr. Anil Pratap Giri	Associate Professor
109.	Dr. Babaloo Pal	Assistant Professor
110.	Mr. Biswajit Barman	Assistant Professor
111.	Dr. Vishvesh	Assistant Professor

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Academic Programmes

Name of the Department		Programme of Studies		Duration (in Sem.)
1.	Commerce	1.	B. Com. (Honours)	6
		2.	M. Com.	4
		3.	Ph.D. in Commerce	-
2.	Management Sciences	4.	Master of Business Administration (MBA)	4
		5.	Ph.D. in Management	-
3.	Computer Science and Information Technology	6.	B.Tech. in Computer Science and Engineering	8
		7.	M.Tech. in Computer Science and Engineering	4
		8.	Ph.D. in Computer Science	-
4.	Library and Information Science	9.	Bachelor of Library and Information Science	2
		10.	Master's in Library and Information Science	2
		11.	Ph.D. in Library and Information Science	-
5.	Media Studies	12.	M.A. Journalism and Mass Communication	4
		13.	Ph.D. in Mass Communication	-
6.	Educational Studies	14.	M.A. in Education	4
		15.	Ph.D. in Education	-
7.	English	16.	M.A. in English	4
		17.	Ph.D. in English	-

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Name of the Department		Programme of Studies		Duration (in Sem.)
8.	Hindi	18.	M.A. in Hindi	4
		19.	Ph.D. in Hindi	-
9.	Sanskrit	20.	M.A. in Sanskrit	4
		21.	Ph.D. in Sanskrit	-
10.	Biotechnology	22.	M.Sc. in Biotechnology	4
		23.	Ph.D. in Biotechnology	-
11.	Botany	24.	M.Sc. in Botany	4
		25.	Ph.D. in Botany	-
12.	Zoology	26.	M.Sc. in Zoology	4
		27.	Ph.D. in Zoology	-
13.	Chemistry	28.	M.Sc. in Chemistry	4
		29.	Ph.D. in Chemistry	-
14.	Mathematics	30.	M.A./M.Sc. in Mathematics	4
		31.	Ph.D. in Mathematics	-
15.	Physics	32.	M.Sc. in Physics	4
		33.	Ph.D. in Physics	-
16.	Economics	34.	M.A. in Economics	4
		35.	Ph.D. in Economics	-
17.	Gandhian and Peace	36.	M.A. in Gandhian and Peace Studies	4

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Name of the Department		Programme of Studies		Duration (in Sem.)
	Studies	37.	Ph.D. in Gandhian and Peace Studies	-
18.	Political Science	38.	M.A. in Political Science	4
		39.	M.A. in Public Administration	4
		40.	Ph.D. in Political Science	-
19.	Social Work	41.	Master of Social Work	4
		42.	Ph.D. in Social Work	-
20.	Sociology	43.	M.A. in Sociology	4
		44.	Ph.D. in Sociology	-

Details of Intakes in Different Programme of Studies

Undergraduate & Post Graduate Programmes

S. No.	Undergraduate Courses	UR	OBC	SC	ST	EWS	Total
1.	B. Tech. (CSE)	16	8	4	2	3	33
2.	B. L. I. Sc.	16	8	4	2	3	33
3.	B. A. JMC (Hons)	16	8	4	2	3	33
4.	B. Com. (Hons)	16	8	4	2	3	33
Total UG Prog.		64	32	16	8	12	132
Postgraduate Course		UR	OBC	SC	ST	EWS	Total

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5.	M. Tech. (CSE)	16	8	4	2	3	33
6.	M. L. I. Sc.	16	8	4	2	3	33
7.	M.A. JMC	16	8	4	2	3	33
8.	M.Sc. Physics	16	8	4	2	3	33
9.	M.Sc. Chemistry	16	8	4	2	3	33
10.	M.Sc./M.A. Mathematics	16	8	4	2	3	33
11.	M.Sc. Botany	16	8	4	2	3	33
12.	M.Sc. Zoology	16	8	4	2	3	33
13.	M.Sc. Biotechnology	16	8	4	2	3	33
14.	M.A. Hindi	16	8	4	2	3	33
15.	M.A. English	16	8	4	2	3	33
16.	M.A. Sanskrit	16	8	4	2	3	33
17.	M.A. Economics	16	8	4	2	3	33
18.	M.A. Political Science	16	8	4	2	3	33
19.	M.A. Public Administration	16	8	4	2	3	33
20.	M.A. Sociology	16	8	4	2	3	33
21.	Master of Social Work (MSW)	16	8	4	2	3	33
22.	M.A. Gandhian & Peace Studies	16	8	4	2	3	33

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23.	Master of Business Administration (MBA)	16	8	4	2	3	33
24.	M.Com.	16	8	4	2	3	33
25.	M.A. Education	16	8	4	2	3	33
	Total PG Prog.	336	168	84	42	63	693

Ph. D. Programmes

S. No.	Ph.D. Courses	UR	OBC	SC	ST	EWS	Total
1.	Ph.D. Computer Science	5	2	1	1	1	10
2.	Ph.D. Library & Information Science	5	2	1	1	1	10
3.	Ph.D. Journalism & Mass Communication	5	2	1	1	1	10
4.	Ph.D. Physics	5	2	1	1	1	10
5.	Ph.D. Chemistry	5	2	1	1	1	10
6.	Ph.D. Mathematics	5	2	1	1	1	10
7.	Ph.D. Botany	5	2	1	1	1	10
8.	Ph.D. Zoology	5	2	1	1	1	10
9.	Ph.D. Biotech	5	2	1	1	1	10
10.	Ph.D. Hindi	5	2	1	1	1	10
11.	Ph.D. English	5	2	1	1	1	10
12.	Ph.D. Sanskrit	5	2	1	1	1	10

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S. No.	Ph.D. Courses	UR	OBC	SC	ST	EWS	Total
13.	Ph.D. Economics	5	2	1	1	1	10
14.	Ph.D. Political Science	5	2	1	1	1	10
15.	Ph.D. Sociology	5	2	1	1	1	10
16.	Ph.D. Social Work	5	2	1	1	1	10
17.	Ph.D. Gandhian & Peace Studies	5	2	1	1	1	10
18.	Ph.D. Management Sciences	5	2	1	1	1	10
19.	Ph.D. Commerce	5	2	1	1	1	10
20.	Ph.D. Education	5	2	1	1	1	10
Total Ph.D. Prog,.		100	40	20	20	20	200

Academic and Research Profile of the Faculty Members

Department of English

S. No.	Name of the Faculty	Designation	Research Area
1.	Dr. Bimesh K Singh	Associate Professor	Comperative Literature, Indian Knowledge System, Postmodernism, Deconstruction
2.	Dr. Umesh Patra	Assistant Professor	Modern British Literature, Theatre and Performance, Folk Literature
3.	Dr. Kalyani Hazri	Assistant Professor	Gender Studies, Dalit Literature, Popular writing, Indian writing in English
4.	Mr. Balande	Assistant	Gender Studies, Dalit Literature, Film Studies,

S. No.	Name of the Faculty	Designation	Research Area
	Chandoba Narsing	Professor	Translation Studies
5.	Mr. Deepak	Assistant Professor	World War II Literature in English, Forgotten Indian English Authors, Novels of All India Progressive Writers' Association

Department of Hindi

S. No.	Name of the Faculty	Designation	Research Area
1.	Prof. Rajender Singh	Professor	Folk Literature, Critical Theories, Autobiography, Poetry, Novel and Comparative literature
2.	Prof. Pramod Meena	Professor	Street Theatre, Hindi Cinema, Dalit & Aadivasi Studies, Media
3.	Dr. Anjani Kumar Shrivastava	Associate Professor	Bhaktikal
4.	Dr. Garima Tiwari	Assistant Professor	Kavita, Katha Sahitya Aalochna
5.	Dr. Shyam Nandan	Assistant Professor	Katha Aalochna
6.	Dr. Govind Prasad Verma	Assistant Professor	Poetics, Lok Sahitya, Comparative Literature
7.	Dr. Asha Meena	Assistant Professor	Stri Vimarsh, Dalit Sahitya

Department of Sanskrit

S. No.	Name of the Faculty	Designation	Research Area

Approved by IDP Committee of MGCU on 21.12.2023

S. No.	Name of the Faculty	Designation	Research Area
1.	Prof. Prasoon Dutta Singh	Professor	Sanskrit Poetics and Literature, Vedic Literature, Indian Philosophy, Manuscript logy
2.	Dr. Shyam Kumar Jha	Associate Professor	Sahitya & Vedic literature, Kalidasa Poetry, Niti-Shastra, Dharma-Shastra, Ancient Indian History and Culture
3.	Dr. Anil Pratap Giri	Associate Professor	Sanskrit Poetics, Navya-Nyaya Language & Methodology, Grammar, Linguistics, Indian Philosophy and Manuscriptology
4.	Dr. Babaloo Pal	Assistant Professor	Sanskrit Poetry & Poetics, Grammar, Indian Philosophy, Linguistics & Research Methodology
5.	Mr. Biswajit Barman	Assistant Professor	Sahitya & Sanskrit Poetry, Drama, Poetics, Research Methodology, Grammar, Modern Sanskrit Literature
6.	Dr. Vishvesh	Assistant Professor	Sanskrit Grammar and Nyaya Vaiseshika Philosophy, Indian Philosophy (Nyaya Vaisesika), Sanskrit Grammar and Vedic Studies.

Department of Biotechnology

S. No.	Name of the Faculty	Designation	Research Area
1.	Prof. Anand Prakash	Professor	Neurobiology of learning and Memory
2.	Prof. Brijesh Pandey	Associate Professor	Plant Secondary Metabolism, Phenolic Metabolic regulation and Genetic Engineering
3.	Dr. Satarudra Prakash Singh	Associate Professor	Immunoinformatic, Biochemical Engineering, Biophysics and Nanobiotechnology
4.	Dr. Saurabh Singh Rathore	Assistant Professor	Human Genetics, Pharmacogenomics, Patient-centric Outcome Research

Approved by IDP Committee of MGCU on 21.12.2023

S. No.	Name of the Faculty	Designation	Research Area
5.	Dr. Swati Manohar	Assistant Professor	Nutritional Genomics, Anti-Nutritional Factors in Plants, Biotic and Abiotic Stress Tolerance in Crops, Phytochelatin Role in Oxidative Stress, Medicinal Plants
6.	Dr. Shashikant Ray	Assistant Professor	Targeting Bacterial Cell Division Machinery for Development of Novel Antibacterial Agents
7.	Dr. Akhilesh Kumar Singh	Assistant Professor	Polyhydroxyalkanoate Bioplastic; Agricultural Biotechnology, Applied Microbiology and Nanobiotechnology

Department of Botany

S. No.	Name of the Faculty	Designation	Research Area
1.	Prof. Shahana Majumder	Professor	Molecular diagnostics and molecular characterization of plant viruses and their elimination
2.	Dr. Atul Bhargava	Associate Professor	Plant Breeding; Cytogenetics; Genetic improvement of crop plants; Phytoremediation
3.	Dr Ram Prasad	Associate Professor	Plant-microbe interaction, Microbial Biotechnology, Nanobiotechnology, Environmental Sustainability, Plant tissue culture
4.	Dr. Pratibha Singh	Assistant Professor	Plant Microbe Soil Interaction, Plant viruses as nanomaterial, and effect of Biotic and abiotic stress on plants,
5.	Dr. Alok Kumar Shrivastava	Assistant Professor	Molecular stress biology of bacteria and plants
6.	Dr. Durgeshwer Singh	Assistant Professor	Plant Pathology, Radiation Biology and Bioremediation

Approved by IDP Committee of MGCU on 21.12.2023

S. No.	Name of the Faculty	Designation	Research Area
7.	Dr. Tara Chandra Ram	Assistant Professor	Photochemistry, genetic improvements in medicinal plants, molecular biology of higher plants

Department of Zoology

S. No.	Name of the Faculty	Designation	Research Area
1.	Prof. Arttatrana Pal	Professor	Neurobiology, Arthrosclerosis, Toxicology
2.	Prof. Pranveer Singh	Professor	Disease Biology, Epidemiology, Biophysics/Proteomics, Genetics and Evolution
3.	Dr Preeti Bajpai	Associate Professor	Innate Immunology, Immunotherapeutics, Host Parasite interaction, Immunoinformatics
4.	Dr. Buddhi Prakash Jain	Assistant Professor	Endoplasmic Reticulum Stress and Cancer
5.	Dr. Amit Ranjan	Assistant Professor	Neuronal Plasticity, Neuro-Degeneration, Neuro-imaging, Animal Physiology and Developmental Biology
6.	Dr. Shyam Babu Prasad	Assistant Professor	P13K/AKT Signalling Pathway in Cervical Cancer, Genetic and Epigenetic Alteration in Cancer Progression, Molecular Oncology and Cellular Signalling
7.	Dr. Kundan Kisor Rajak	Assistant Professor	Genetics of Host-pathogen Interaction, Toxicology

Department of Physics

S. No.	Name of the Faculty	Designation	Research Area
1.	Prof. Ajai Kumar Gupta	Professor	Synthesis and characterization of Oxide perovskites

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S. No.	Name of the Faculty	Designation	Research Area
			and nanomaterials, Electronic transport properties of CMR materials; Optical, magnetic and electronic properties of nanomaterials; Photocatalytic and biomedical applications of oxide nanomaterials and their composites with GO/rGO; Piezoelectric properties of doped PLZT and BZT.
2.	Prof. Santosh Kumar Tripathi	Professor	Bio-waste management for value added product, Biofuel, Sustainable Development for Renewable Energy, Green synthesis for energy storage, Water Treatment, Polymer Electrolyte, Carbon & its different derivatives for energy storage, Conducting Polymer.
3.	Prof. Sunil Kumar Srivastava	Professor	Study of Molecular interaction for Bio-sensing Application using Raman, UV-Visible and IR Spectroscopy and DFT Calculations
4.	Dr. Neelabh Srivastava	Assistant Professor	Thin Film Nano-magnetism and Nanostructures for '*Spintronics*'/ Data Storage Devices
5.	Dr. Sweta Singh	Assistant Professor	Graphene Nano-materials and its Energy Applications
6.	Dr. Arvind Kumar Sharma	Assistant Professor	Bulk/thin films of amorphous semiconductor and chalcogenide glasses
7.	Dr. Pawan Kumar	Assistant Professor	Multi-ferroic and Energy Materials (Oxides, Ferrites, Perovskites): Correlation between Crystal Structures and Physical Properties

Department of Chemistry

S. No.	Name of the Faculty	Designation	Research Area
1.	Prof. Devdutt Chaturvedi	Professor	Synthetic Organic /Medicinal Chemistry, Natural Products Chemistry, Asymmetric Synthesis, Design & Synthesis of Biologically Potent Scaffolds

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2.	Prof. Rafique-Ul Islam	Professor	Nanomaterials and catalysis, Organic Synthesis Specialization: Organic Chemistry
3.	Dr. Rakesh K. Pandey	Associate Professor	Materials science; electrochemistry; fuel cells; electrocatalysis; electroanalytical chemistry; nanocomposites; metallic nanowires; conducting polymers; contact electrification (static electricity); supercapacitors; organic-metallic hybrid materials; metallo-supramolecular polymers; polymer thin films; polymer thin film devices
3.	Dr. Rajanish N. Tiwari	Assistant Professor	Development of carbon based Materials (Diamond, Graphene, Carbon Nanotubes, Graphene Oxide and reduced Graphene oxide); Synthesis of nano-materials; Crystal growth of thin film; III-V semiconductor materials; Fuel Cells; Solar Cells; Flexible devices; Field Emission
4.	Dr. Abhijeet Kumar	Assistant Professor	Organic Chemistry. Organometallic Chemistry, Medicinal Chemistry, Material Chemistry
5.	Dr. Uttam Kr. Das	Assistant Professor	Crystal Engineering; Functional Soft materials; Covalent Organic Framework; Metal-organic Framework; Pharmaceutical co-crystal.
6.	Dr. Anil Kumar Singh	Assistant Professor	Bio-organic Chemistry; Medicinal Chemistry; Synthetic Organic Chemistry; Physical Organic Chemistry; Metal catalyzed reactions

Department of Mathematics

S. No.	Name of the Faculty	Designation	Research Area
1.	Dr. Sheo Kumar Singh	Assistant Professor	Category Theory, Topology & Fuzzy Topology
2.	Dr. Babita Mishra	Assistant Professor	Operations Research, Fuzzy Set Theory, Fuzzy Logic and Fuzzy Optimization
3.	Mr. Amitabh Gyan	Assistant	Semi-rings and Formal Power Series

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	Ranjan	Professor	
4.	Dr. Rajesh Prasad	Assistant Professor	Solid Mechanics/ Fluid Mechanics and Differential Equations

Department of Economics

S. No.	Name of the Faculty	Designation	Research Area
1.	Dr. Kailsh Chandra Pradhan	Associate Professor	Macro-econometric modeling, Labour Economics, Industrial Economics and Development Economics
2.	Mr. Bidhubhusan Mishra	Assistant Professor	Macro Economics, Monetary Economics, Experimental Economics
3.	Mr. Ram Lal Bagaria	Assistant Professor	International Trade, Quantitative Economics & Econometrics, Environmental Economics
4.	Dr. Shreedhar Satyakam	Assistant Professor	Dairy Economics and Environmental Economics

Department of Sociology

S. No.	Name of the Faculty	Designation	Research Area
1.	Dr. Sujit Kumar Choudhary	Associate Professor	Sociological Theory, Sociology of Education, Sociology of Development, Sociology of Marginalised Communities, Methodology of Social Sciences
2.	Dr. Dinesh Vyas	Assistant Professor	Social Exclusion, Community Development
3.	Mr. Mritunjay Kumar Yadavendu	Assistant Professor	Sociological theory, Indian Society, Gender, Development
4.	Mr. Sanjay Kumar	Assistant Professor	Sociological theories; Political Sociology; Agrarian Sociology.
5.	Dr. Sweta	Assistant	Anthropological Theories, Medical Anthropology,

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		Professor	Urban Studies, Ecology & Development, Comparative Religion, Visual Anthropology.

Department of Social Work

S. No.	Name of the Faculty	Designation	Research Area
3.	Dr. Rashmita Ray	Assistant Professor	Aging, Domestic Violence, Family & Children, Social Work Education
4.	Dr. Upmesh Kumar	Assistant Professor	Medical & Psychiatric Social Work, Labour Welfare and Personnel Management
5.	Dr Anupam Kumar Verma	Assistant Professor	Social Work Education

Department of Political Science

S. No.	Name of the Faculty	Designation	Research Area
2.	Dr. Sarita Tiwari	Associate Professor	Indian Constitution
3.	Dr. Narendra Kumar Arya	Associate Professor	Global Energy Politics, Feminism & Dalit Politics
4.	Dr. Pankaj Kumar Singh	Assistant Professor	State politics, Indian Government and Politics, Gandhian Studies
5.	Mr. Om Prakash Gupta	Assistant Professor	Indian Government & Politics, Public Administration
6.	Mrs. Prerana Bhaduli	Assistant Professor	International Relations and Area Studies, Russian and Central Asian Studies, Caucasian Studies
7.	Dr. Narendra Singh	Assistant Professor	Human Studies & Indian Political System

Department of Gandhian and Peace Studies

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S. No.	Name of the Faculty	Designation	Research Area
1.	Prof. Sunil Mahawar	Professor	Gandhian Thought, Women Human Rights and Political Theory
2.	Dr Aslam Khan	Associate Professor	International Relations, Political Philosophy, Peace Studies, African Studies, South Asian Studies
3.	Dr Jugal Kishor Dadhich	Associate Professor	Gandhian Thought, Human Rights and Training in Nonviolence
4.	Dr Ambikesh Kumar Tripathi	Assistant Professor	Peace and Conflict Resolution, Violence and Non-Violence, Political Philosophy, Gandhian Philosophy, Globalization and Development, Politics of Development, Human Security, Development, Deprivation and Gandhian Alternative, Left Wing Extremism in India, Contemporary Indian Politics
5.	Dr Abhay Vikram Singh	Assistant Professor	Gandhian Philosophy; Contemporary Political Theories; Political Sociology

Department of Educational Studies

S. No.	Name of the Faculty	Designation	Research Area
1.	Prof. Asheesh Srivastava	Professor	Educational Policies & Planning
2.	Dr. Mukesh Kumar	Associate Professor	Educational Psychology; Guidance and Counselling; Primary Education & Distance Education.
3.	Dr. Rashmi Srivastava	Assistant Professor	Pedagogy and Assessment of Social Science, Educational Psychology, Inclusive Education, Educational Sociology, Curriculum Development, and Methodology of Educational Research
4.	Dr. Pathloth Omkar	Assistant Professor	Public Policy Education; Curriculum Studies; Liberal Arts Education; Inclusion and Diversities; Food Science Education; Well-being and Illness;

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			Connectome Studies; Technology for Education; Human Science Education; Deep Ecology and Behaviour
5.	Dr. Manisha Rani	Assistant Professor	Elementary Education and Early Childhood Care Education, Educational Technology and ICT, Teacher Education, Environmental Education

Department of Commerce

S. No.	Name	Designation	Research Area
2.	Dr. Shirish Mishra	Associate Professor	Service Sector
3.	Dr. Subrata Roy	Associate Professor	CAPM, ESG, Sustainable Finance, GRI, Econometric Modelling, Foreign Trade, Investment etc.
4.	Mr. Avneesh Kumar	Assistant Professor	Finance, Derivatives; Computer Application in Business; Blockchain; Fintech; Organisational Behaviour; Human Resource Management; International Trade; Development Economics etc.
5.	Dr. Shivendra Singh	Assistant Professor	Marketing Management
6.	Dr. Sumita Sinku	Assistant Professor	Mutual Funds, Corporate Social Responsibilities, Financial Markets, Portfolio Management
7.	Dr. Ravish Chandra Verma	Assistant Professor	Human Resource Management, Organisation Behaviour, Business Management

Department of Management Sciences

S. No.	Name	Designation	Research Area
1.	Prof. Pavnesh Kumar	Professor	International Business and Finance
3.	Dr. Sapna Sugandha	Associate	HR Analytics, Human Psychology, Block Chain in HR,

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S. No.	Name	Qualification	Research Area
		Professor	AI in HR, HR Audit and Accounts
4.	Dr. Alka Lalhall	Assistant Professor	HR Issues, Women in Management, Career Advancement, Organizational Climate
5.	Mr. Arun Kumar	Assistant Professor	Advertising, Marketing
6.	Dr. Svati Kumari	Assistant Professor	Financial Inclusion, Rural Development and Banking Services

Department of Computer Science and Information Technology

S. No.	Name	Qualification	Research Area
1.	Prof. Vikas Pareek	Professor	Cyber Security, Mobile Computing, Computers and Society, Theoretical Computer Science
3.	Dr. Atul Tripathi	Assistant Professor	Cloud Computing; Machine Learning; Soft Computing; Multi-Objective Optimization; Deep Learning
4.	Dr. Sunil Kumar Singh	Assistant Professor	Internet of Things, Mobile Computing, Machine Learning and Parallel Computing
5.	Dr. Vipin Kumar	Assistant Professor	Machine Learning; Data Science; Data Mining; Text Mining
6.	Mr. Shubham Kumar	Assistant Professor	Data mining; Machine learning

Department of Library and Information Science

S. No.	Name	Designation	Research Area
1.	Prof. Ranjeet Kumar Choudhary	Professor	Knowledge Organization & Processing, Management and services of Electronic Resources, Academic Library & Information System

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S. No.	Name	Designation	Research Area
2.	Dr. Bhaw Nath Pandey	Assistant Professor	IT Applications to Library, Information and Knowledge Services, Knowledge Management
3.	Dr. Madhu Patel	Assistant Professor	Research Methodology, Bibliometrics, Academic Library System
4.	Ms. Sapna	Assistant Professor	Digital Preservation, Metadata

Department of Media Studies

S. No.	Name	Designation	Research Area
1.	Prof. Arun Kumar Bhagat	Professor	Print Media, Media ethics and Law, History of Journalism in India, Indian communication system, Technological advancement in Hindi Journalism, Political communication, Hindi literature and Journalism, Content analysis of different movements of India like Sampurn Kranti, Aapatkaal, Anna Hazare Movement, Ramjanm Bhumi Andolan, etc.
2.	Dr. Pirshant Kumar	Associate Professor	Broadcast journalism, Advertising and Public Relations.
3.	Dr. Anjani Kumar Jha	Associate Professor	Rural and Environmental Communication
4.	Dr. Sunil Deepak Ghodke	Assistant Professor	Media Ethics and Law, Rural Communication, Media Management, and History of Journalism in India.
5.	Dr. Uma Yadav	Assistant Professor	Development Communication
6.	Dr. Parmatma Kumar Mishra	Assistant Professor	Print Media, Electronic Media (Radio, TV and Cinema) Public Relations & Media Management.
7.	Dr. Saket Raman	Assistant Professor	Communication & Media Research, Political & Strategic Communication, Indian Communication Philosophy, Brand communication and Print Media

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Atal Bihari Vajpayee Central Library

Atal Bihari Vajpayee Central Library (a learning resource centre) of Mahatma Gandhi Central University was established in the year 2016. At present, library is serving users from 7 Schools and 20 Departments with more than 31000+ volumes of books and providing access to scholarly information, research support and study facilities to the teaching and non-teaching staff, students and research scholars. Dewey decimal classification (DDC) - 23rd Edition has been followed to classify documents. The Central Library is situated in the midst of all departments is easily accessible to all/everyone in the University Campus. The Central Library will be soon fully automated using SOUL software and Circulation Services will be executed through RFID System. It stands as a reservoir of Indian Intellectual output stored in a repository set-up and maintained by the INFLIBNET centre.

S. No.	Name of Items	Number
1.	Books	31000+
2.	Journals	110
3.	Magazine	13
4.	Newspaper	11
5.	Donated Books	600+
6.	E-Books	2805
7.	J-STOR	6500
8.	J-Gate	As PerSupplier/Publisher
9.	IOP-Science	80

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10.	NotNul	As Per Supplier/Publisher
11.	Urkund	User based
12.	DELNET	2,90,00,000+ Books available for loan40,000+ list of Journals5,000+ Full-text E-journals1,00,000+ Thesis/Dissertations

Memorandum of Understanding (MoU)

In order to provide best opportunities to its students and faculty through exchange programmes in teaching and research, the University has entered into MoUs with six educational and research institutions of international/national repute. To further the purpose of the students and its faculty, the University proposes to organise/offer collaborative programmes/courses, research/action projects, placement and internship opportunities etc. The collaborating institutions agreed to conduct joint conferences, seminars, workshops and academic discussions. The University is also in the process of entering into MoUs with several other leading institutions in the country and abroad. Details of the institutions and purpose for which the respective MoUs have been signed are as under.

	Sapienza University of Rome, Italy was founded in 1303 by Pope Boniface VIII in Rome, is one of the oldest universities in the world and a top performer in international university rankings.	Collaborative research Exchange of scientific information and publications Development of joint courses
	All India Institute of Medical Sciences (AIIMS), Patna was created by the ordinance dated 16 July, 2012 and then the Act (Amendment), 2012 on 2nd July, 2013. AIIMS Patna is the vision of the Hon'ble Prime minister Shri Atal Bihari Vajpayee who decided	Medical facilities for Students, Faculty, Non-Teaching Staff and the dependents of the Faculty, Non-Teaching Staff Collaborative research Exchange of scientific

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	to give to the nation six regional AIIMS with the mandate to provide the most modern healthcare to the last man in the queue at affordable cost.	information and publications Student Internship
	National Council of Rural Institutes (NCRI), Hyderabad under the Ministry of Human Resource Development, in Government of India strives to promote resilient rural India through Higher Education interventions. NCRI designs, develops and promotes curriculum inputs for higher education programmes offered by Universities and Autonomous Institutions in India.	NCRI Fellowship grant for research in rural studies Facilitating students' summer internship programme
	Film and Television Institute of India (FTII), Pune is an autonomous body under the Ministry of Information and Broadcasting of the Government of India. Established as 'Film Institute of India' in 1960 on the erstwhile Prabhat Studio premises at Pune, FTII boasts of a rich legacy in quality Indian cinema. Today, the FTII is commonly regarded as a center of excellence across the world.	Collaborative research Exchange of scientific information and publications Develop joint programmes of study Facilitate students' internship and mobility interest Reservation of seats in the short-term courses for the students FTII to facilitate MGCUB in the establishment of the School of Film, Television, & Mass Media
	Indian Council of Agricultural Research - National Research Centre on Litchi (ICAR-NRCL), Muzaffarpur is a premier national institute for conducting research and developments on litchi (Litchi chinensis), a crop of international recognition grown maximally in Bihar. NRCL also acts as a national repository of information on litchi production, processing, value addition, and provides consultancy services to the farmers.	Collaborative research in the field of research and developments on litchi (Litchi chinensis) Facilitate transfer of technology to farmers in the neighbouring villages of the University. NRCL would provide short-term training/summer training/laboratory facility to the student(s)/research

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		scholar(s)/faculty of MGCUB in their respective areas of specialisation
		NRCL would facilitate research scholars of MGCUB as part of collaborative research, with faculty at NRCL acting as co-guide
	IGNCA **The Indira Gandhi National Centre for the Arts** (IGNCA), established in memory of Smt. Indira Gandhi, is visualised as a centre encompassing the study and experience of all the arts – each form with its own integrity, yet within a dimension of mutual interdependence, interrelated with nature, social structure and cosmology. **MGAHV** **Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya** (MGAHV), Wardha was created by an Act passed by the Indian Parliament in 1997. Section-3 of the Act mandates special and unique responsibility to the University to enrich Hindi language and literature by teaching and research and make it capable of becoming a World language in the real sense of the term. Since 1997 the University is functioning as a residential University solely dedicated to the cause of Hindi. Spread in an area of more than two hundred acres, the fast coming University buildings are a pleasant blend of aesthetics and functional utility.	For academic collaboration.
	The Gujarat University was conceived in the nineteen twenties in the minds of public-spirited and learned men like Gandhiji, Sardar Patel, Acharya Anandshankar B. Dhruva, Dada Saheb Mavlankar, Kasturbhai Lalbhai and many others. However, the University could	To develope and cary out collborative academic and research activities.

	come into existence only after the achievement of independence. In 1949, the University was incorporated under the Gujarat University Act of the State Government 'as a teaching and affiliating University.' This was done as a measure of decentralisation and reorganization of University education in the then Province of Bombay. Gujarat University has developed phenomenally in the last 67 years to be recognized as a premier University in the country today. It provides education in one of the widest range of disciplines to about two lakh students.	
	University's Department of Political Science and the Institute of Global Studies, Shanghai University, Shanghai (China)	For academic discussion and cooperation.

GOALS

Mahatma Gandhi Central University aims to prepare the students to be better citizens based on ethics, pluralism, democracy, contemporaneity, and its mission. They involve the formation of values, introduce their actions in moral, cultural, scientific, and technological order that struggle to account for changes in society.

Mahatma Gandhi Central University aims at integrating the operational strategies of knowledge with interdisciplinary teaching and research. This everchanging quest for knowledge in contemporary times would involve diverse strategies and elements like human resources practices, technology, culture and organizational structures.

Quality improvement and knowledge management plays an important role in higher education and enhances organization's performance. Knowledge management at Mahatma Gandhi Central University would be carried out through knowledge capture,

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knowledge creation, knowledge storage, knowledge organization, knowledge application and knowledge dissemination. The teaching practices would be rejuvenated with experiences, trial and error practices and/or learning by doing.

Mahatma Gandhi Central University will strive to incorporate traditional knowledge with new practices. More focus would be given to experiential learning, positive modifications in pedagogy and enhancing the role of students as stakeholders to attain the highest global standards in quality education.

The University will enable credit transfer and mobility among various courses, programs, as well as among other national and international Higher Education Institutions. Emphasis will be given to holistic development of students and at the same time with prioritization to sustainability and environmental management.

Research and innovation will be at the forefront at Mahatma Gandhi Central University. Centres of excellence at the University will be hub of world class research facilities and rigorous research output. There will be emphasis both on basic as well as applied research. Patents and technology transfers will be given top priority. High quality publications and research projects will showcase the exemplary talent of the researchers and encourage young researchers to undertake path breaking research. Frontier areas will be identified and more emphasis will be accorded to translational research.

Faculty would be equipped to upgrade their knowledge, integrate new information and streamline the teaching-learning process for effective communication with the students. The alumni interaction and feedback would enable the University to adapt to changing academic scenario and place itself at the forefront of academic excellence. Similarly, the administrative responsibilities like finance, human resources and associated functions,

especially the technical- administrative integration will be streamlined, modernized and decentralized.

Outdated and ineffective administrative operations having potential effects on the institution's reputation will be eliminated. Thus, the University strives to have better collaboration among the different stakeholders for smooth functioning and make its students and researchers efficient global citizens.

GLOBAL GOALS

The global education development agenda reflected in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.

Pursuing this objective, Mahatma Gandhi Central University will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru and prepare learners for the challenges of the 21 st century. Also, as per the Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

Mahatma Gandhi Central University will ensure active participation of students in projects that address global issues of a social, political, economic, or environmental nature. The University will ensure that all learners are provided with the knowledge and skills to promote sustainable development, including sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to

sustainable development. Social skills, values and attitudes will be developed in students that empower learners to develop affectively, psychosocially, and physically, and will enable them to live together with others respectfully and peacefully.

The International Students Office at Mahatma Gandhi Central University will host foreign students and actively coordinate all matters related to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchange programmes with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed. Promotion of research collaboration and student exchanges between Indian institutions and global institutions will be materialized.

INSTITUTIONAL PEDAGOGICAL APPROACH

The traditional Indian teaching-learning system has been driven by '**Guru-Shishya parampara'**. It is a holistic system which provided comprehensive knowledge, value-based learning as well as requisite life skills suited to the learners. Diverse pedagogies have been used for achieving core objectives of the entire learning processes, which included exposure to real life experiences and hands on learning, value-based learning through stories/narrations, problem-solving through explorations, role plays, memorization and dissemination through debates and discussions.

The NEP 2020 focuses to provide accessible, inclusive and equitable education for the holistic development of the learners. So, teachers use the different pedagogies for achieving core objectives of the entire learning processes. Also, Pedagogy makes education more experiential, holistic, integrated, inquiry-driven, discovery-oriented,

learner-centred, discussion-based, flexible and enjoyable. Therefore, the use of relevant pedagogy is necessary to achieve the objectives of the curricula successfully.

Pedagogy is an art of sharing knowledge which is dynamic in nature and may vary from teacher to teacher, classroom to classroom, institution to institution and platform to platform. There are four broad categories of pedagogical approaches, namely - Behaviourism, Constructivism, Social Constructivism, and Liberationist.

Behaviourism Approach: It is a traditional teaching style that advocates the use of direct instruction and lecture-based lessons. So, it is teacher-centric approach. Also, behaviourist pedagogical approach is expected to use a lesson mixture of lecturing, modelling and demonstration, rote learning, and choral repetition.

Constructivism Approach: It is a progressive teaching style and child centric approach that focus learning is occurred through experiences and reflections. Also, constructivist approach would incorporate project work and inquiry-based learning.

Social Constructivism Approach: It blends two priorities such as teacher-guided and student-centred approach. The teacher may also use teacher modelling, questioning, and a mixture of individual, pair, and whole-class instruction.

Liberationism Approach: A liberationist approach involves democracy in the classroom as the student's voice is placed at the centre. The teacher plays the role of a learner. Students play the role of the teacher where students decide the topic of the lesson and showcase their learning through performance, speech, or dance. The teacher thus provides space and opportunity for the students to learn independently.

Teachers should be provided with requisite training on pedagogical approaches for capacity building to achieve the desired learning outcomes for students. Such aspects of training on pedagogy must focus on the following:

- The different learning needs of students

- The learning styles of students

- The background of students and

- The learning pace of students

Innovative Pedagogies: There are different innovative pedagogies which emphasize constructive learning and active involvement of the learners in their learning journey, fulfilling the need of 21st Century learning environment.

Flipped classroom pedagogy: This pedagogy is developed based on constructivist approach and the blended form of learning, wherein interaction between student and teacher takes place in a flexible learning environment and culture.

Art Integrated Learning Pedagogy: It is a joyful and experiential learning pedagogy that focus on holistic growth of learners.

Project-based Learning Pedagogy: It is pedagogy of reflective practice and collaboration wherein students connect the concepts with real-life situations

Cutting Edge Pedagogy: It is pedagogy of learning with innovation and problem-solving skills, wherein students are engaged using Technology.

Critical Pedagogical Approach: This pedagogy enhances the learners' critical thinking skills by raising questions.

Modes of Teaching Learning and Pedagogical Approaches: UGC mentioned in the "Guidelines for Innovative Pedagogical Approaches & Evaluation Reforms" different pedagogical methods in different mode of learning. So, the key modes of learning like physical or offline, online, hybrid or blended modes, and flipped classroom are very

important in 21ˢᵗ century and different pedagogies are suitable for those modes of learning.

(A) Offline Modes of Teaching:

- Cooperative Learning Strategies (CLS)

- Brainstorming

- Group discussions

- Role-plays

- Guided Questioning

- Interpretive Trails

- Music, Poetry and Visual Art

- Stimulus activities

- Critical incidents

- Case studies

- Reflexive accounts

- Critical reading and writing

- Problem-based learning

- Solution-based learning

- Fieldwork and outdoor learning

- Storytelling

- Talks and presentations

(B) Online Modes of Teaching:

- Live Online Classes

- Online Whiteboard

- Online Quizzes

- Pre-Recorded Video Lectures

- Game-Based Teaching

- Collaborative ICT tools

- Flipped Classroom

- Class Blog

- Virtual environments

(C) Blended Mode of Teaching:

Teachers may combine physical classroom learning activities with online learning components. Also, it can mix the delivery modes, teaching approaches and learning styles for students in diverse environments. Even, blended teaching allows the designing and delivery of courses to enhance the teachers' role.

- ❖ A teacher may use different strategies in blended learning environment like

- ❖ Sharing the Video Lectures for the entire course

- ❖ Use Internet-Based Learning (IBL) for promoting self-learning

- ❖ Project-Based Learning for generating ideas collaboratively

- ❖ Use of Tablet (TAB) for remote learning / remote examination and evaluation
- ❖ Satellite-based TV channels for creating an opportunity of mass learning, adult education, and farmer education

Conclusion: Every institution has strong aspects, weakness aspects, opportunity aspects and challenges aspects. So, we can focus those aspects of our institution and can take decision about institutional pedagogical approach. Also, we can focus specially infrastructure aspects, manpower resources, digital competencies, prerequisite gadgets and equipments, financial aspects, learner aspects and locality etc. Therefore, we can focus that which mode is suitable for our institution in teaching and learning for holistic development of the learners.

SERVING PEOPLE WITH SPECIAL EDUCATIONAL NEEDS

Special educational needs (SEN) refer to learning difficulties or disabilities that make it harder for children to learn compared to most children of the same age.

1. SEN can include physical, mental, cognitive, or educational impairments

2. Definitions vary by country, but SEN generally refers to children needing extra support in learning

3. Historically, children with SEN were thought to not belong in mainstream education. However, the Salamanca Statement in 1994 challenged this by introducing a human rights approach to educating children with disabilities

Types of Special educational needs-

- Attention of deficit hyperactivity disorder (ADHD)
- Autism

- Specific learning difficulties

- Speech, Language and communications

- Physical disabilities

- Social and emotional mental health

- Sensory health services

Below are some effective strategies that special education teachers can use to support their student's academic and social development:

- Differentiated instruction

- Multisensory learning

- Technology integration

- Peer tutoring

- Collaboration with parents

Services for Special Educational Needs

- Children with SEN should receive extra or different help, such as

  - With schoolwork

  - Reading, writing, number work

  - Understanding information

  - Expressing themselves or understanding others

  - Making friends or interacting with adults

  - Behaving properly

  - Organizing themselves

  - Meeting sensory or physical needs

  - Open communication between families and schools is key.

Challenges in Special Educational Needs Services

- Lack of teacher preparation and training on SEN

- Issues with identification and screening of disabilities

- Insufficient funding and resources

- Need for better data collection and reporting

- Lack of evidence-based practices

- Need for more family involvement and support

Best Practices in Special Educational Needs Services

- Leveraging technology like AI for screening and personalized learning

- Providing trauma-informed and culturally responsive teaching

- Preparing educators through training on SEN topics

- Improving data collection and reporting to identify disparities

- Increasing family involvement and community collaboration

Improvements in Special Educational Needs Services

- Suggested improvements include

  - Early identification through improved screening

  - Increasing funding and resources

  - Enhanced teacher training on SEN and evidence-based practices

  - Implementing individualized, evidence-based instructional approaches.

Construct accessible infrastructure in higher education institutions for students with disabilities.

- Action Need to ensure that infrastructure at higher education institutions is modified for access e.g., construction of ramps and accessible features in

classrooms, braille for textbooks, sign-language access in lecture theatres and libraries so that these are accessible to all students including those with disabilities.

- Use of the Universal Design for Learning (UDL) Framework ("UDL is an instructional design framework that takes into account the wide range of variations in skills and abilities that exist across all learners and provides a research-based set of principles and guidelines for inclusive curriculum development and delivery").

- To eliminate restrictive environments, use of UDL in university settings can allow all students to benefit from education. In order to effectively implement Universal Design in university education, educators must possess the necessary competencies.

- This includes proficiency in leveraging technology and modifying pedagogical materials and approaches. To attain these competencies, formal instruction in Universal Design for Learning (UDL) can be a valuable resource.

- Developing inclusive higher education systems and governmental policies to standardise procedures across the country.

- Governments should develop a targeted education policy for students with special needs, which should be mandated for all educational institutions.

- Policies should adopt a multisectoral approach to enhance opportunities and social inclusion of students with disabilities.

Strengthening educational institutions through capacity building and accountability

- Action For inclusive higher education to work, educators need to be effectively prepared and hold positive attitudes towards inclusion.

- Educator training focussed on sensitization and curriculum adaptation is required that integrates the concepts of teaching a diverse range of students with disabilities.

- Formation of an accessibility committee which will be responsible for ensuring that all institutional environments e.g., lecture theatres, libraries, sports and leisure areas are accessible to all students.

- The committee members should include and be led by students with disabilities. Embark on a robust sensitisation programme for students, teachers, parents and the community at large to control discrimination and eliminate stigma on students with disabilities

- Sensitization can be integrated starting from secondary schools, high schools as well as in colleges and universities.

Large-scale awareness programs with the goal to eliminate stigma against people with disability.

- Action Embark on a robust sensitisation programme for students, teachers, parents and the community at large to control discrimination and eliminate stigma on students with disabilities.

- Sensitization can be integrated starting from secondary schools, high schools as well as in colleges and universities.

- Policy priorities to increase uptake of inclusive policies, governmental bodies should clearly mandate the central role of higher education institutions in providing inclusive services, enhancing access, organising logistics, creating awareness, ensuring disabled-friendly facilities and developing specific policies to address issues concerning disabilities.

- This can be done by increasing funding allocations, having Offices of Disability at the ministry of social welfare which will ensure that all allocated funds will be utilised as intended; and incorporating Universal Design for Learning (UDL) to increase the meaningful and equal participation of students with disabilities.

Understanding the Needs of Gifted and Talented Children with Special Education Needs

Gifted and talented children with special education needs require individualized education plans (IEPs) that address their unique strengths and challenges. These children may have advanced cognitive abilities in certain areas, but may also struggle with social and emotional development, executive functioning, or sensory processing.

Developing an Individualized Education Plan

To develop an effective IEP for a gifted and talented child with special education needs, it is important to conduct a comprehensive assessment of their strengths and challenges. This may include standardized testing, observation, and input from the child, their parents, and teachers.

Based on the assessment results, the IEP team can identify appropriate goals and accommodations that support the child's learning and development. These may include enrichment activities, social skills training, executive functioning coaching, or sensory integration therapy.

According to UGC guidelines for Person with Disabilities in Universities

The persons with disabilities act 1995 indicate that differently abled persons should have access to education at all level. The university should have constituted an expert

committee involving faculty members from the university, experts in the field and differently-abled persons themselves. The committee should meet at least once a year to review those activities related to the scheme concerned.

Facilities for differently-abled persons

1. Teacher preparation in special education (TEPSE)

   Rehabilitation council of India

2. Higher Education persons with special needs (HEPSN)
   - Creating awareness about the capabilities of differently abled persons.
   - Constructing facilities aimed at improving accessibility.
   - Purchase of equipment to enrich learning.

Establishment of Enabling for differently abled persons

In order to develop awareness in the higher education system in also to provide necessary guidance and counselling to differently-abled persons, it is proposed to establish resource units in the country, which will be called as enabling units. Enabling units will be to:

- Facilitate admission of differently-abled persons in various courses.
- Provide guidance and counselling to differently-abled individuals.
- Create awareness about the needs of differently-abled persons and other general issues concerning their learning.
- Assist differently-abled graduates to gain successful employment in the public as well as private sectors.

The special unit will be coordinated by a faculty member to be nominated by the head of the institution. He/ She will work as honorary coordinator for which a token

honorarium of Rs. 4000/- per month will be paid. The unit will also have a budgetary provision of Rs.30,000/- per year towards general administration, stationary, contingencies, etc., For efficient and independent functioning in order to achieve its objectives. The Enabling unit will also be involved in arranging awareness programmes on disabilities within the university and also in other higher education institutions in the university area/ district. The major functions of the enabling unit will be as follows:

> ➢ To provide counselling to differently-abled students on the types of courses they could study at the higher education institutions.

> ➢ To ensure admission of as many differently-abled students as possible through the open quota and also through the reservation meant for them.

> ➢ To gather orders dealing with the concessions, examination procedures, reservation policies, etc., pertaining to differently-abled persons.

> ➢ To assess the educational needs of differently-abled persons enrolled in the higher education institutions to determine the type of assistive devices to be procured.

> ➢ To conduct awareness programmes for teachers of the institution about the approaches to teaching, evaluation procedures, etc., Which they should address in the case of differently-abled students.

Providing access to differently-abled persons

It is also a fact that many institutions have architectural barriers that disabled persons find difficult for their day-to-day functioning. Under this scheme the universities are expected to address accessibility related issues as per the stipulations of the persons with disabilities act 1995 and ensure that all existing structures as well as future construction projects in their campuses are made disabled friendly. The institution

should create special facilities such as ramps, rails and special toilets and make other necessary change to suits the special needs of differently-abled person.

Providing special equipment to augment educational services for differently-abled persons

➢ Disabled persons require special aids and appliances for their daily functioning. These aids are available through various scheme of the ministry of social justice and empowerment. In addition to the procurement of assistive devices through these schemes, the higher education institutions may also need special learning and assessment devices to help differently abled students enrolled for higher education.

Availability of devices such as computers with screen reading software, low vision aids, scanners, mobility devices etc, in the institutions would enrich the educational experiences of differently-abled persons.

The Role of the University in the Contemporaneity

The University has been the centre of higher education and research from the very beginning. It has been instrumental in inculcating academic, intellectual, moral and spiritual values among teachers and students. As our era bristles with numerous issues and challenges, the university system may play pivotal role in bringing about the multifaceted development in the contemporary world:

• The university can act as the harbinger of excellence in academics and research. : It can evolve a sustained ambience of creativity.

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- It can introduce a vibrant pedagogy for the ignition of the intellectual temper of the students. : It can lead to the creation of an interactive engagement towards harnessing newer ideas among learners.

- It can motivate the aspiring students for the co-curricular activities like NSS, NCC, Sports, Cultural, Fine Arts, and Literary activities.

- It is supposed to inspire the young minds to outreach through higher skills to the development of the remote areas.

- The university can generate an environmental consciousness among students and teachers towards ecological balance.

- The university makes the students well-equipped with the standard communication skills and behavioural competence to emerge as global leaders.

- The university can play vital role in effecting innovation and experimentation among its stakeholders. : The university can bring about the versatile development of the learners.

- The university can enable the students to address effectively the emerging issues like sanitation, afforestation, literacy and poverty eradication.

- Both theoretically and practically, the university will prepare its stakeholders to meet out the future challenges.

- By instilling moral, spiritual and cultural values and commitment among the scholars and teachers, the university will prepare us to be worthy of world citizenship.

- The university will play pivotal role in evolving teachers and students as the powerful forces of social change.

- In short, the primary stakeholders of the university will act as friends, philosophers and guides to the entire humanity.

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Financial and Budgetary Sustainability

Financial support is critical for maintaining and improving the implementation of sustainability policies and initiatives. An effective way to increase financial capacity for sustainability in Mahatma Gandhi Central University is to involve stakeholders in resource allocation decisions for sustainability to mobilize the necessary political support and technical expertise. Specific strategic actions are recommended to enhance financial capacity as part of a long-term and structured effort to maintain funding stability at the University.

To find solutions to the obstacles that stand in the way of achieving practical financial stability, more opportunities must be seen to make more money. This is done by following the following policies and strategies:

Financial and Strategic Planning

Universities must conduct a thorough financial analysis and develop strategic plans to guide their financial decisions. This includes assessing funding needs, setting goals, and prioritizing tasks. Strategic planning helps allocate available funds effectively and ensures alignment with the mission and objectives of the university.

Income Diversification

Relying on a single source of income is risky. Universities should explore diversifying their revenue streams through alternative funding sources, such as research grants, partnerships with industry, philanthropic donations and commercializing intellectual property. Diversification reduces reliance on tuition fees alone and increases financial stability.

Strong Administration

Efficient financial management is essential for universities to achieve financial stability. This includes implementing robust accounting processes, providing transparent financial reports, and tracking actual results against fund allocations. Effective administration ensures optimum resource allocation and responsible financial decision making.

Own income generation

Universities should actively seek opportunities to generate income internally. This can be achieved through various means, such as establishing endowments, creating trust funds, soliciting donations for specific projects, and investing in sound financial management practices. The discovery of these avenues helps universities secure additional funding to support their educational and research work.

1. Financial Policies

- The policies will outline the roles and responsibilities of various University/Institution officials and organizations in managing the financial assets of the University.

2. Action Plan and Budget

- Finalize the action plan based on the proposed IDP

- Define budget line items (Income: fees, grants if any, research projects, endowments, CSR funds, donations, etc., Expenses: salaries, utilities, maintenance, etc.)

- The granularity of the budget will be monthly for the first year, quarterly for the next 4 years

- Assign clear responsibility, milestones and timelines for each activity

- Finalize 1-year and 5-year budget forecasts

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- Give details of capital budget, recurring budget for one year

- Allocate funds and put it in a separate account

- Access funds and track spending based on per budget milestones.

- Amendments to the budget are to be approved only after a meeting and discussion with the budget committee.

- To plan recurring and non-recurring expenditure for each department. Consumables, etc.

- Separate budget for non-recurring and recurring expenditure.

- Prepare the details of the HOD department.

3. Main sources of revenue will be developed

- Tuition and other fees from students

- Government grants and subsidies

- Consultancy fees and overheads earned on Government and private/corporate sector sponsored research and development projects

- Endowments, charitable contributions, and other income such as royalty on CSR, Intellectual Property (IP)/patent etc.

4. Close liaison with Government of India Ministries/agencies and others for access to funding and external grants and funding

- More than 20 Ministries of Government of India offer projects/research projects for HEIs.

- Proforma for financial assistance is to be obtained from the concerned Ministries.

- Every department head must get grant from any source

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- Standardized proforma/template for new R&D/modernization proposals for funding by Government of India/other external agencies.

- The template will be designed and determined in consultation with the respective Institute Heads.

- All departments should fill these.

5. IRG plan in each department

- Professional use of existing facilities: Collection of information indicating the strengths of each department and the laboratory equipment/s available for use by outside agencies

- Consultancy by each department: The strength of each department can be publicized and advertised in newspapers.

- Funding from external funding agencies

6. Finance/Investment Committee

- A Finance/Investment Committee is responsible for making decisions regarding the investment and reinvestment of funds, the purchase and sale of securities belonging to the endowment, or other long-term University assets, as well as setting and approving investment policies for the UniversityInvestments Agent

7. Employees providing financial services

- The finance team consists of a Chief Financial Officer, Chief Investment Officer, Treasurer, Assistant Treasurer, Accountant Clerk, Data Entry Clerk, CA, etc.

8. Software/Technical Support

- Software/Technical support for providing efficient payment, settlement and clearing systems

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9. Internal Audit Department

- Internal audit helps the officers of the University/Institute to discharge their responsibilities effectively.

- As part of its inspection, internal audit examines and evaluates

(1) the systems of internal controls and their related accounting, financial and operating policies, and

(2) Procedures for monitoring and reporting financial and compliance data.

FUTURE PERSPECTIVE

- The MGCU is committed to global presence and sustainability in all its endeavours with the extensive integration of information and communication technologies (ICT) in academic practices.

- The MGCU will not only attract a diverse student body but also foster partnerships and collaborations with institutions worldwide. Such cross-cultural interactions not only enrich the educational experience but also contribute to the advancement of research and the exchange of ideas on a global scale.

- The MGCU will commit towards sustainability and will not only foster academic excellence among students but also empower them to become guardians of the Earth, prepared to address the environmental issues of our contemporary era.

- Furthermore, the MGCUB will integrate ICT extends to research endeavours. High-performance computing, data analytics, and virtual simulation tools will empower researchers to explore complex questions and find solutions with unprecedented precision.

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- The digitization of libraries and repositories will provide academics with rapid access to a vast amount of information.

- MGCU is committed to providing a flexible and adaptable curriculum in line with NEP. This approach enables students to explore interdisciplinary intersections. Moreover, the University promotes internal mobility, encouraging students to engage in different departments, programs, or even campuses to gain a diverse perspective on their field of interest.

- MGCU is also committed to providing external mobility opportunities, such as study abroad programs and partnerships with other institutions, further enriching students' global outlook and cultural understanding.

- By combining traditional teaching methods with innovative approaches, the institution ensures that students are equipped with both a solid foundation and the skills necessary to navigate emerging trends and technologies.

- The institution will ensure that students are well-equipped with a strong foundation and the essential skills to adopt the upcoming trends and technologies by combining traditional teaching methods with innovative approaches.

- The University's role as a knowledge hub extends to critical and strategic areas that drive socioeconomic progress. Faculty members and researchers are at the forefront of generating impactful knowledge that addresses pressing challenges faced by society.

- The university is committed that its education and research will be closely aligned with real-world needs and opportunities.

- Additionally, the University will play a vital role in shaping public policies and sharing knowledge. Hence, the university will contribute to decision-making at local,

regional, and national levels through dialogues, partnerships, and public engagement initiatives.

- To sum up, the University's diverse approach encompasses global reach, sustainability, technological integration, flexible education, strategic course offerings, innovative methodologies, knowledge production, societal engagement, and policy influence. These perspectives collectively will contribute to a University that not only imparts education but also actively shapes and responds to the dynamic challenges and opportunities of the modern world.

DEVELOPMENT OBJECTIVES

1. Curriculum Excellence Objectives

Sr. No.	Activity	Outcomes
1. Integration of Contemporary Knowledge:		
1.	Regularly review and revise course materials to incorporate emerging theories, technologies, and practices.	
2.	Collaborate with industry experts and research institutions to identify topics for integration.	
2. Experiential Learning Integration:		
1.	Establish partnerships with companies and organizations for internships, co-op programs, and practical projects.	
2.	Develop simulation exercises and case studies.	
3. Interdisciplinary Course		

Sr. No.	Activity	Outcomes
1.	Offering interdisciplinary courses and encouraging collaborative projects	
2.	Organize interdisciplinary workshops and seminars to facilitate knowledge exchange among faculty members and students.	
4. Assessment and Continuous Improvement		
1.	Developing clear learning objectives for each course and program, aligned with desired outcomes.	
2.	Use a mix of assessment methods, including exams, projects, presentations, and peer evaluations, to measure student achievements.	
5. Faculty Development and Training		
1.	Conducting workshops, seminars, and training sessions on modern teaching techniques, technology integration, and student engagement strategies.	
2.	Encourages faculty to attend conferences, seminars, and training programs.	

2. Pedagogical Excellence

Sr. No.	Activity	Outcomes
1. Innovative Teaching Methods:		
1.	Encouraging the use of flipped classrooms, project-based learning, and technology-enhanced instruction.	

2.	Provide training to faculty members on implementing creative teaching strategies effectively.	
2. Student-Centered Learning:		
1.	Develop interactive assignments that require research, problem-solving, and collaborative skills.	
2.	Create opportunities for students to choose projects aligned with their interests and career goals.	
3. Assessment for Learning:		
1.	Provide timely and constructive feedback to guide student progress and enhance their understanding of the subject matter	
2.	Utilize formative assessment techniques like quizzes, and self-assessments.	
4. Diverse Learning Resources:		
1.	Provide access to online databases, e-books, videos, and interactive simulations.	
2.	Invite guest speakers from various industries and institutions to share real-world insights and experiences.	

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3. Academic Administration

Sr. No.	Activity	Outcomes
1. Efficient Curriculum Management:		
1.	Establish a clear process for curriculum design, review, and modification, involving faculty input and external feedback.	
2.	Implementation of a digital platform for centralized curriculum management to enhance transparency.	
2. Student Support Enhancement:		
1.	Offer academic advising, career counselling, mental health resources, and student mentorship programs.	
2.	Develop orientation programs to help new students about university life and academic expectations.	
3. Robust Academic Records Management:		
1.	Utilize integrated student information systems for enrolment, registration, grades, and transcript management.	
2.	Implementation of data privacy measures to protect student information	
4. Faculty Development and Support:		
1.	Organize workshops, seminars, and training sessions on teaching methodologies, research techniques, and pedagogical advancements.	

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Sr. No.	Activity	Outcomes
2.	Establish a mentorship program that pairs experienced faculty with newcomers to facilitate knowledge sharing.	
5. Strategic Resource Allocation:		
1.	Implementation of budgeting processes that align with institutional goals and academic priorities.	
2.	Invest in modernizing classrooms, laboratories, and technology infrastructure to support innovative teaching and research.	

4. Examination Reforms

Sr. No.	Activity	Outcomes
1. Assessment Diversity:		
1.	Incorporate assignments, projects, presentations, group discussions, and practical assessments into the evaluation process.	
2.	Ensure alignment between assessment methods and learning objectives for comprehensive evaluation.	
2. Continuous Assessment:		
1.	Introduce regular quizzes, class participation assessments, and interim project submissions.	
3. Formative Feedback Integration:		

1.	Encourage faculty to provide timely feedback on assignments, quizzes, and class discussions.	
4. Technology-Enhanced Evaluation:		
1.	Explore online assessment platforms that facilitate secure remote exams.	
2.	Implement plagiarism detection tools to ensure academic integrity in assignments and research projects.	

DOCUMENTS ON STAKE HOLDER'S CONSULTATION

The aim of the stakeholder consultation is to meaningfully engage stakeholders and discuss potential environmental, social and economic impacts (both positive contributions and potential risks) that projects may have during the design, planning, implementation and operational stages of the project and to establish an ongoing mechanism for feedback in consultation with stakeholders. Meaningful consultation refers collectively to meaningful consultation and participation in a two-way process that:

- is ongoing and iterative throughout the project cycle, starting as early as possible, and
- ensures that different categories of stakeholders are represented and involved, and
- is equitable and non-discriminatory, and ensure that poorer or more vulnerable parts of the affected stakeholders are given a voice, and
- is transparent and based on factual information, including the scope of consultation and the ability of stakeholders to influence project decisions
- encourages stakeholder feedback and engagement in the project development, design and implementation process, and

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- is based on the prior disclosure and dissemination of relevant, transparent, objective, meaningful and easily accessible information in a timely manner and culturally appropriate format

Stakeholder consultation is a broad term that covers processes involving Stakeholder identification, Stakeholder engagement planning, disclosure of information, consultation and participation, monitoring, evaluation of feedback and, addressing grievances, throughout the project life.

- Stakeholder refers to individuals, groups or institutions that have a stake, or an interest in the project activity

- that may be affected by it (either positively or negatively) or they may have an interest in it and be in a position to influence its outcomes

- such as local communities, Indigenous Peoples, civil society organisations, and private sector entities, comprising women, men, girls and boys.

They can include, among others, relevant ministries, local governments, locally affected people, national and local NGOs, Community Based Organisations (CBOs), Indigenous Peoples organisations, women's groups, private sector companies, farmers, and research institutions.

- considers and responds to feedback

- is free of external manipulation, interference, coercion, discrimination, intimidation

- is systematically documented and relevant aspects of it are disclosed publicly in a transparent manner.

General overview: The objective of the stakeholder consultation and engagement process is:

- to identify, engage and consult stakeholders in a meaningful manner to improve project design and its outcomes

- to inform stakeholders about the projects and discuss their likely impacts (both positive and negative) during the design, planning and implementation stage and relevance to stakeholders

- to establish an ongoing engagement process for stakeholders to provide input, feedback and to raise concerns throughout the project life.

- All Gold Standard projects shall take gender issues into account in their design, planning, and implementation of the project. This requires project developers to ensure that gender issues are fully factored into comprehensive social and environmental impact assessments and that equal and effective participation of both women and men in stakeholder consultation is ensured.

Therefore, all projects submitted for Gold Standard certification shall meet GENDER SENSITIVE requirements (Step 1-3 of Gender Equality requirements and guidelines) AND shall adhere to the Gender Principles as established in the Gold Standard Gender Policy.

- The Stakeholder consultation shall comprise of a minimum of two rounds of consultations including one mandatory physical meeting and one stakeholder feedback round lasting for at least 15 days. The following sections outline the requirements applicable at different stages of the consultation procedure.

Timing of Stakeholder Consultation

The Stakeholder Consultation shall be conducted before the start date of the project. For a definition of the project start date, please refer to:

- If the Stakeholder Consultation is conducted after the start date of the project (retroactive project)1, the project developer shall;

   a. provide clarification on why the stakeholder is not conducted before the project start date

   b. conduct consultation with relevant stakeholders as early as possible

   c. provide further explanation of how comments received during the consultation were taken into account in the design and implementation of the project.

Minimum group of stakeholders to be consulted: The Project Developer shall identify and invite all relevant (local, affected and interested) stakeholders for consultations and comments, including, but not limited to, as mentioned below:

a. Local people, communities and/or representatives who are expected to be directly or indirectly affected (adversely affected or beneficiaries) by the project or may have an interest in the project

b. Stakeholders with land-tenure rights within or adjacent to the project and marginalised individuals and groups

c. Local policymakers and representatives of local authorities

Means of inviting stakeholders

- The project developer shall invite stakeholders in an open and transparent manner - that provides equal opportunity to each stakeholder to participate in stakeholder meeting and provide feedback.

- The project developer shall invite the stakeholders at least 10 days before the physical meeting by;

- Selecting an appropriate invitation method considering the context of the project, stakeholders, local and national circumstances

- Using appropriate language and measures, and adequate and effective means.

- The project developer shall ensure that the stakeholders are invited in a gender-sensitive manner. Efforts shall be made to solicit input from women and marginalised groups.

- The stakeholder consultations shall be open to anyone wishing to attend, and participate and the project developer shall not deny anyone access to the consultation.

- Physical meeting(s) and feedback round*

- The stakeholder consultation shall comprise of a minimum of two rounds of consultations2 including:

    a. mandatory physical meeting with local stakeholders

    b. stakeholder feedback round lasting for at least 15 days

Physical meeting

- The objective of the physical meeting is to inform the relevant stakeholders of the project details and ensure that stakeholders are provided with an

opportunity to influence project design, implementation and operation by interacting with the project developer (and also amongst each other) and exchanging views and concern(s) in a free and transparent manner.

- The project developer shall cover the following key aspects during the physical meeting(s):

    a. summary of project information

    b. ensure that at a minimum, the discussion covers stakeholder's perceptions and expectations about project benefits and potential adverse impacts; how adverse impacts may be avoided and minimised and what the appropriate mitigation mechanisms may be.

Feedback round

- The project developer shall provide feedback to the stakeholders on how comments received in the physical meeting(s) have been considered and seek further comments from stakeholders.

- All stakeholders invited to participate in the physical meeting(s) shall be invited to provide feedback during the stakeholder feedback round.

- The project developer shall share the updated project documentation with stakeholders for thirty days via publicly accessible means i.e., easily accessible online or other means for example publicly accessible website, online platform or others. It shall include details on procedure & contact details for submission of further comments.

- At the end of the stakeholder feedback round, the project developer shall consolidate all the comments received during the feedback round.

- The project developer may organise the Stakeholder Feedback Round in parallel to the validation process, however before concluding the validation opinion, the VVB shall take into account the feedback and how the comments were addressed and any potential revision in the project design and documentation.

Consideration of comments received

- The project developer shall ensure that all the comments received during the consultations i.e., physical meetings and Stakeholder Feedback Round are well

documented in the form they are received i.e. with minimum interpretation and without tempering with the spirit and intent of the comment.

- The project developer shall include details with justifications, as applicable in Stakeholder Consultation Report on how stakeholder comments have been taken into account. The Project Developer shall provide justification when any comments have not been incorporated or addressed.

- If the project developer receives stakeholder comments after the listing of the project at the Gold Standard Impact Registry (after preliminary review), through any channel, and before Validation, the Project Developer shall consider such comments and make suggested changes (if required) before the conclusion of validation.

Stakeholder consultation documentation

- The project developer shall use the Stakeholder Consultation Report template to document all the steps taken to meet the requirements presented in this document and provide evidence to demonstrate compliance.

- The stakeholder consultation report shall be submitted to Gold Standard at the time of first submission (preliminary review).

Ongoing Reporting

- Project developer shall provide information in the annual report and monitoring report, as applicable, on the following:

  a. Concerns that have been identified during the period of project implementation and raised by stakeholders and the measures put in place to address those.

  b. Any feedback given by stakeholders as part of the project's grievance mechanism.

Any stakeholder comments received after the Validation of the Project and action taken to address the comments shall be reported at a minimum, at the time of the next Verification or earlier as part of the annual report. If the project undergoes a combined Validation/Verification (Design and Performance Certification), the comments shall be

reported at the time of the subsequent verification or annual reporting (whichever is earlier).

Section 2

- **Guidelines for Campus Development**

- **Campus Planning Principles and Strategies for Greenfield and Brownfield Campuses**

- **Sustainable development of Universities & Technology integration**

- **Green Initiatives through Strategic Planning**

- **Policy Framework for Campus Level ICT Infrastructure**

2.1 Guidelines for Campus Development

The IDP Committee of Mahatma Gandhi Central University proposes the development controls as mentioned in the table given below considering all the guidelines pertaining to development of Campuses of Educational Institutes and development controls prescribed through Masterplans of various cities and for Greenfield campuses in accordance with URDPFI guidelines.

1. The IDP Committee of Mahatma Gandhi Central University proposes that for the enrolment of Thirty Thousands (30,000) students, the maximum land area requirement for a residential campus shall be 350 to 400 acres (*with 90% residential facilities for students, 85% residential facilities for staff, sports, and recreational areas along with the academic and research infrastructure*).

2. The IDP Committee of Mahatma Gandhi Central University proposes that for the enrolment of Twenty Thousands (20,000) students, the maximum land area requirement for a residential campus shall be 300 to 350 acres (*with 90% residential facilities for students, 85% residential facilities for staff, sports, and recreational areas along with the academic and research infrastructure*).

3. The IDP Committee of Mahatma Gandhi Central University proposes that for the enrolment up to Twenty Thousands (20,000) students, the maximum land area requirement for a residential campus shall be 250 to 300 acres (*with 90% residential facilities for students, 85% residential facilities for staff, sports, and recreational areas along with the academic and research infrastructure*).

4. The IDP Committee of Mahatma Gandhi Central University proposes *(in case of institutions where existing infrastructure is available and campus development has been taken place)* that the existing brownfield campuses should be retrofitted

through suitable and necessary redevelopment initiatives/steps in order to optimally and efficiently utilize the real-estate assets of the campuses appropriately considering state of the art infrastructural and developmental guidelines.

Provided that redevelopment should consider the interdisciplinary approach with provision for expansion in a phased manner at appropriate level of speed. The redevelopment process of such campuses should be based on the comprehensive Master Plans considering all the aspects pertaining to development of campuses such as integration of ICT infrastructure, campus services, and utilities, besides creating shared central facilities as an approach towards the capacity building with emphasis on sustainable development and green architecture with appropriate retrofitting strategies to guide future growth and development in a planned manner, which should emphasize the.

5. As a general principle, the IDP Committee of the University proposes that the development of the Campus of the University should be governed as per detailes mentioned in the table given below:

Proposed Development Controls for University Campuses				
ZONE	% Zonal Area	Maximum G.C. (in %)	Maximum FAR	Maximum Ht. (m)
Academic	45	30	2.4	45
Residential	25	30	2.25	37
Sports & Recreation	15	25	1	24
Park & Landscape	15	N.A.	N.A.	N.A.
Parking – ECS 1 (to promote public transport)				

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2.2 Campus Planning Principles and Strategies for Greenfield and Brownfield Campuses

The members of the Committee were of the opinion that the development process of educational institutes in India should be based on and inspired from the rich traditional culture and heritage of the nation. In view of the socio-cultural values in the country, the Guru Shishya Parampara *(which has transcended over centuries)* needs to accommodate as a unique character to educational campuses in India manifested in the physical form and required to be developed around strong themes which drive the planning process in response to context. In the development process of Campuses, efforts should have been done that the energizing interactions should not be limited to classrooms and need to happen beyond the classrooms. The enabling environments promoting aimed objectives should be created around appurtenant spaces, transition spaces, and outdoor spaces which facilitate interactions between students and faculty or between students themselves translating into a lifelong learning experience on the campuses. The social and co-working spaces within the campuses should be created and reinforced where possible to transform the learning process from highly structured instructions to unstructured or informal interactions.

The development of campuses should be done in such a way that they exihibit social, economic, cultural, and physical inclusion having a contemporary character with a global outlook in the 21st Century. Some of the dimensions which essentially need to be considered for greenfield campuses also find great relevance for brownfield campuses

which can be achieved through redevelopment initiatives. The campuses in India have contributed towards imageability and legibility to their host cities through the historic character of their buildings and many campus precincts are now part of Area Based Development (ABD) Projects in the Smart City Mission being launched by Government of India. The campuses act as an oasis and act as green lungs within the dense urban fabric of Indian Cities. The committee suggests some of the principles which should be kept in mind while designing the blueprints of Campuses' infrastructure and having redevelopment process in order to make our Campus modern, equipped with state of the art infrastructure, green and sustainable one.

1. **Campus – Vision and Mission:** The purpose behing the setting of the University needs to be highlighted and qualified by the Vision and Mission of the University giving it a direction for future growth and development. The feature needs to be reflected in the academic, research endeavours and Campus Development of the University and how the University wishes to position itself globally as set above in vision and mission of the University.

2. **Campus - Site and Environs:** The campus development should be blended with the natural characteristics of the site/city/location in response to topography, geomorphology, and its immediate context which may or may not be defined at the inception but the scenario for the future should therefore be projected in response to the land uses and structure of the city.

3. **Campus - Natural Landscapes and Biodiversity:** The Campus of the University should have a set of unique natural characteristics defined through its natural landscapes and biodiversity. The intervention for above objective demands preservation and conservation of the above and the planning strategy needs to

be minimalistic and should reinforce the existing systems through planning and design initiatives.

4. **Campus - Response to Context and Historicity:** The structure and buildings of the campus of the University should establish a dialogue with precincts that are embedded in the historic character of its immediate context and the city of its location or origin. The vocabulary should further the continuum to reinforce the richness of the response to the context.

5. **Campus – Interface:** The edge condition of the campus should be defined by the dispersal of uses around it and nature of development defined by the zonal development plan, a section of the street defining the edge, and the way they are stitched to make them vibrant and robust. The interface of the campus of the University is the most significant aspect of the interaction of the campus with the precinct where most activities will flourish which need to complement each other in terms of use, form, scale, and typology reinforced through public space design strategies.

6. **Campus - Linkages:** The potential linkages to the campus of the University will be identified from the perspective of ease of access, urban mobility, and the significant connections the campus will establish with the precincts and the city. The linkages of the Campus of the University are very important tools to guide the structuring of the campus in response to its hierarchies. In the case of peri-urban areas, this is the most critical part of planning process and in many ways, the campus entries/exits may also orient the networks in the future.

7. **Campus – Zoning:** The zoning of the campus of the University will be based on guidelines of surrounding uses and dispersal of functions in response to the site, context, linkages, and the interfaces the campus uses will establish with its

immediate environment. The concept of core and periphery and the definition of transition zones pertaining to Campus of the University will establish the campus zoning in such a manner that can absorb future growth and expansion of each zone and yet they are interconnected parts of the complete campus of the University.

8. **Campus – Structuring:** The campus structure plan of the University establishes the interrelationship between various functional and conservation zones of the campus stitched through a network of movement with specified hierarchies to include vehicular movement, pedestrian, and bicycle networks besides its connections with urban mobility. The structure plan of the Campus of the University will be prepared keeping in view the detailed evaluation and analysis of site, topography, land uses, context, linkages, open space system, urban services, and built forms of the University.

9. **Campus – Mobility:** The system of movement in the campus of the University referes to movement through a network and hierarchies' roads that facilitate vehicular, non-motorized transport, public transport system, cycling, the pedestrian movement which provide access to the different sites of the campus of the university. In view of the above, the design of the road section in the campus will be prepared considering the movements among different sections of the campus of the University. The movement networks and the connectivity is very important instrument in bringing transformations and points of drop-offs and pickups such as bus stops, pickup points of electrical vehicles, rickshaw stands, metro stations etc. These services provide significant contribution into student-oriented activities and become important part of social spaces in the campus of the University. As per general view of the Committee, there will be

emphasis on facility of Public Transport for different sections of the campus of the University as it contributes to sustainability besides social equity in the campus. However, the University *(if the competent authority deems it appropriate)* may provide shuttle services between various sections dispersed in the campus of the University in order to enhance access from sectional locations in the Campus. In view of the recent patterns in the construction sector, there may be provisions for the public private partnership (PPP) model in developing the parking and transpotational services in the campus of the University.

10. **Campus – Inclusion:** The campus of the University will be designed as inclusive environments in such a way that it supports people with disabilities-temporary or permanent or medical conditions to enable them to negotiate their path with ease and comfort without any encumbrance. The external and internal environments will be designed and provided with necessary detailing for pavements with tactile tiles, kerb cuts, level management, ramps, warnings and information signages, Braille markings elevators, furniture design, displays with sign language, fixture, and fittings, and required application of technology to mainstream the Divyangjan with empathy and compassion besides giving them the confidence that they are at par with the other students. The established guidelines at par with international standards as amended from time to time shall be followed in this regard.

11. **Campus Typology - Climatic Responsiveness:** The climate is one of the important determinants of the typology of the campus of the University and is a function of the relationship between the ground coverage and dispersal of the FAR in terms of the volume besides the Building Uses. The built form and the typology should respond to the climatic region of the Motihari town *(or some*

other place(s) wherein the Campus is being developed) with appropriate utilization of materials and construction techniques to achieve the desired comfort conditions for its user stakeholders.

12. **Campus Form:** The campus form as mentioned earlier is a derivative of Development Controls, the proposed ground Coverage and distribution of FAR on the number of floors. The building used in response to the above is also a generator of campus from the way they are dispersed and mixed. The variation in scale contributes to the campus skyline which also needs to be complementary to the precinct uses to define the edge conditions. The campus of the University will be designed in such a way that it encompasses the desired level, shade and scale of Campus Form as mentioned earlier in this document.

13. **Campus Expression - Materiality and Construction Technology, Facade:** The expression and aesthetics is an outcome of the designer's sensitivity towards local context, site, climate and usually gets reflected through the articulation of building elements, materials, and construction techniques adopted. A common thread should bind all the buildings of the campus of the University *(which may be and therefore, Continuity and coherence become a significant aspect of campus development)* should be achieved through typology, expression, and materiality. The campus of the University will be designed considering all such factors determining expression of the Camous of the University local context, site, climate etc.

14. **Campus Placemaking and Public Space Design:** The public realm and great public spaces of the campus contribute towards the creation of social spaces where interactions happen and translate into the most cherished experiences of campus life. The emphasis on placemaking thus becomes very critical to the

campus environment and activity structure. The typology of enclosed, open, or interceding spaces is an outcome of functional disposition of various uses on the campus, their articulation which complements various hierarchies of spaces and the built form that define the space. The designed public spaces enhanced through sensitive and responsive Landscape Design of the campus contribute towards richness achieved through material applications, urban furniture, lighting, planting patterns, grading, views, vistas, etc. through the essence lies in structuring of the campus and its parts. The campus of the University will be designed considering all such factors determining enrich, holistic and productive interactions among various stakeholders of the University.

15. **Campus Controls - Envelop/Volumetric/Facade/Edge:** A well-articulated design guides the harmonious relationship between various components of the campus yet projects a scenario for the future. In order to foster the coordinated growth, appropriate tools will be used in designing of the Campus of the University. The design of the campus of the University will include the tools and techniques which specify the nature and pattern in which future development will be organized such that the old and the new complement each other. In order to achieve the above campus development controls in form of the envelope, volume facade, and material will be defined and strictly implemented so that the genius of the campus organization is not lost. The Form-based Codes for the campus of the University will be developed as an integral part of campus design of the University.

16. **Campus Phasing:** The phasing process of the Campus is also an instrument for the designing of facilities and campus infrastructure which is planned for modularity and incremental growth and subsequent grant of funds. The IDP

committee of the University recommends that the development of the campus of the University should be done in appropriate phase manner to ensure organized growth and corresponding investment plans to be made which are in line with the vision and mission of the university as mentioned above.

17. **Campus Landscape and Open spaces:** The Landscape and Open spaces in the campus of the University will complement the built form and contribute towards placemaking on campus of the University. A well articulated landscape strategy will be used in designing the Comprehensive Master Plan of the Campus of the University which will ensure orderly development in each phase besides putting the available space to effective use during the plan period until developed. Apart from the above the strategy will emphasize on conservation and preservation of Natural Landscapes of Motihari and add to legibility on campus through intermediate markers, landscape elements, public art, etc.

18. **Campus Safety:** The IDP committee suggests that it is of paramount importance that the safety concerns on campus at different levels are duly addressed which may include mitigation from natural disasters, fire safety, universal accessibility, safety during construction and expansion, safety from termites and other pests, surveillance in campus, or crime, etc. The safety of the Campus of the University will be achieved through effective planning strategies in terms of disposition of various uses access, distribution of activity patterns, a network of movement, and integration of appropriate technology to instill confidence within the campus community and develop a safety culture at the level of building and site. The Campus Safety Guidelines will be prepared in detail and displayed at appropriate locations within and outside the buildings to identify the escape routes and a comprehensive evacuation plan should be drawn by each University.

19. **Campus Utilities and Services:** The IDP committee of the University considers the Utility services in the Campus of the University are very important in promoting comfort and ease in living at campus of the University. The provision of such facilities will be done in the campus of the University by integrating networks which support incrementality and investments in a phased manner. The design of theses services in the master plan of the campus of the University will be prepared in such a manner that theses places will be accessibile to various parts of the campus.

- The trunk systems in the campus of the University may be provided along peripheries in form of service tunnels which will house all MEP services from where branches can be tabbed and duly identified through the Masterplan.

- Apart from the above, a definite waste management strategy will be developed and appropriate alternative technologies will be identified and deployed for managing the waste on campus of the university as per the latest prevailing techniques in the sector.

- There will be provisions for segregating the waste at the source by using appropriate technology in the campus of the University.

- The efforts will be done in developing the alternative sources of the energy and integrating all the available sources in order to efficient uses of energy in the campus of the University.

- The Water management process will be generated in the campus of the University considering the strategic framework of reusing, recycling, and renewing the aquifers.

- Campuses should be designed for efficient cooling and ventilation systems to translate into netzero campuses.

- The Campus of the University will have an additional layer of the ICT network to support all the uses within the campus and should be connected to the RMS (Resource Management Suite) and BMS (Building Management Systems) being provided at the building and site level.

20. **Campus Sustainability:** The Campus of the University will be a microcosm of a city and self-sufficient entity that will meet its own needs and will be capable of servicing the communities on campus, besides finding appropriate linkages to the communities within the precinct neighbourhoods. The development of campus of the University will be embedded in sustainable design principles with a well-articulated sustainable policy, strategy, and tactics to ensure compliance. The Sustainable Development Goals will be the guiding principles while preparing the master plan of the campus of the University as far as sustainability is concerned. The sustainable strategies in making the campus will be developed in response to the context, natural conditions, active and passive strategies, both at building and site level, and a holistic view on the above will be undertaken to reduce the carbon footprint.

21. **Campus Resilience:** The development of campus of the University shall ensure resilience at all levels to mitigate natural disasters, accidents, pandemics, or any other hazards and the University will have a Campus Resilience strategy to overcome adverse events in the shortest possible time, which will be achieved through planning, design, and application of technology to ensure the safety of the campus community. The IDP Committee of the University recommends that

the University should offer opportunities to service neighbourhood communities in events of natural disasters and extend a helping hand to the civic authorities in managing post-disaster rehabilitation. The detailed Campus Resilience Guidelines will be prepared considering all safety issues along with well-articulated protocols to efficiently manage any adverse events on campus including demonstrations or social unrest within or outside the campus boundaries. A well-structured Disaster Mitigation Plan of the University will be prepared and made available, and the above information will be shared through websites and other social media platforms of the University with all the users of the campus.

The IDP committe members were of the opinion that above mentioned principles should be followed in designing the campus of the University. In view of the above aspects and dimensions of campus development of the University which involves substantial investment and to keep pace with the academic and research demands, the committee recommends that the formulation of IDP Committee at University level be done comprising the following experts:

- *Policymakers*

- *Administrators*

- *Academics*

- *Campus Design*

- *Planning Experts*

- *Architects*

- *Structural And Mep Engineers*

- *Any Other(s) (If Required)*

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The above committee shall monitor the progress of the designing and development of campus of the University under the aegis of UGC/MOE/Appropriate Regulatory Body which evaluates the Campus Planning and Infrastructural Initiatives of the University to ensure that funds are utilized judiciously and provides necessary guidance for holistic growth of campus.

2.3 Sustainable Development of the University & Technology Integration - Green Initiatives

It is imperative for the University in the era of globalisation to be globally competitive and need to be knowledge destinations sought for by the stakeholders in their quest for knowledge through an inherent holistic model built-in towards achieving excellence in higher education through an innovative academic environment duly supported by physical infrastructure utilizing enabling technologies. The objective of the University in making investment in in quality physical infrastructure is to achieve academic and research excellence as it facilitates quality outcomes. In the times of restrictions caused by pandemic of covid-19, the integration and utilization of digital technologies as part of teaching-learning processes and the creation of virtual campus/classrooms recognizing the transformation from personal computers to palmtops has become necessary and is the way forward in coming years. The campus of the university will pursue academic and financial sustainability hand in hand with environmental sustainability and is centric to all University campus development process. There will be integral Strategic Framework for Campus development guidelines and environmental sensitivity. The development of Campus of the University will be guided by a Long-Range Master Plan which ensures comprehensive and holistic development of the campus driven by the vision and mission of the University.

2.4 Green Initiatives through Strategic Planning

The University aims to create a sustainable built environment and eco-conscious campus with an objective to conserve Energy, Water, and Natural Resources. The University aims to design near Net Zero Campus and buildings of the campus will be Griha Five Star Rated using appropriate simulation software for detailed scientific analysis for adequate design strategies and subsequent post-occupancy performance evaluation. The IDP Committee of the University is recommending strategies to implementing green initiatives through designing master plan of the Campus, which are mentioned below:

- **Protecting the Ecological Footprint by Adopting a Natural Preservation and Conservation Strategy:** The plants and trees of various varieties and species existing in the ecosystem will be preserved and further replenished to maintain the balance following any human intervention on the sites of the university.

- **Minimizing Carbon Footprint:** There will be done climate responsive planning by controlling ground coverage/building footprint leaving more area for percolation and green cover.

- **Preserving Natural Resources and Water Conservation:** Campus development shall be undertaken to preserve natural resources on-site and invest in water conservation measures using appropriate technologies translating into zero discharge campus of the University.

- **Retaining the Natural topography of the Land:** The development of the University will be done accordance to the responsiveness to site topography,

slopes, gradients, and natural drainage systems in response to hydrology and geology prevailing at sites of the University.

- **Environmental Awareness and Sensitivity:** The University communities will be motivated and sensitized towards the protection and conservation of the natural environment and will be encouraged to undertake plantation drives and engage in community activities. The designing plan will have the provisions of the celebration of the environmental week during the monsoons wherein the University community will be reminded of their role in conserving the larger environment.

- **Minimizing Fossil Fuel Consumption through Transport Demand Management Strategies:** Efforts will be done to transforming campus of the the University as pedestrian centric precincts. The structure plan will support pedestrianization and cycling by developing street sections to support universal accessibility. All parking zones and MLCP's will be in the periphery and Shuttle services to provide connectivity to public transport. The internal movements should assist by battery-operated carts for differently-abled. The academic community will be motivated to use public transport thereby reducing the carbon emissions and parking demand on campus.

- **Use of Recycled Materials and Products:** The Planning of the campus development will focus on the utilization of local and material selection for buildings emphasizes on utilization of building materials and products made from the high percentage of recycled materials.

- **Alternative Energy Utilization:** The plan will focus on utilisation of alternative sources of energy such as solar and wind energy besides the utilization of biomass. The strategic framework will focus on reducing the demand load by

utilization of the above and avoiding substantial investments in captive power and battery banks. The same will also be utilized to preheat water and reduce energy demand for varied applications. Apart from the above where available gasbased turbines can be used to generate captive power dovetailed to heat recovery systems for HVAC applications etc. The passive cooling techniques will be utilized to create comfortable indoor environmental conditions in built spaces without enhancing carbon footprint. With global warming and increasing demand for indoor air quality, air conditioning will become a necessity; therefore, district cooling systems will be implemented in conjunction with heat recovery systems. Energy Retrofits *(key to efficient management and conservation of energy)* will be undertaken for all existing buildings.

- **Optimization and Standardization Strategies:** The plan will emphasize on development of all campus projects and buildings with flexible planning principles through modular coordination to support incremental growth and phased development in a manner that operations of the campus are not impacted by construction activities. A design paradigm will be developed *(comprehensive in ensuring optimization and standardization at all levels be it the design of spaces, structure, and technology integration)* with an objective to achieve efficiency through optimization of embodied energy, safety, capital expenditure (CAPEX) operational expenditure (OPEX) and energy management.

- **Technology Adaptation:** The design philosophy will be structured around the principle of creating an enabling system backbone that is tiered, adaptable, scalable, and maintainable through the selection of appropriate technologies which are efficient and sustainable.

2.5 Policy Framework for Campus Level ICT Infrastructure

With advancements in ICT Technologies and their application in Higher Education, it is imperative to provide a robust ICT Infrastructure in Campus of the University to facilitate communication and access to information. In view of the above, it is proposed to have provisions of a dedicated Campus Information and Communication Technology Centre (CICTC) to house the Data Centre, Broadcasting /Simulcast, Media Lab for Audio and Video Content Management, Central Command Room for Real-Time Monitoring, Security Monitoring, Management of UIMS and RMS Networks, Structured and Wi-Fi Networks, Intranet, and Internet, etc. The framework suggests adaptation of 5+3 years of technology serviceability which may be extended to 5+5 Years Maximum or the active side in order to recover the cost of investment. The passive side at the end-user level shall be designed to support the system for good 20-25 years. The some of the stretgies to be adopted by the University as recommended by the IDP Committee of the University are mentioned herewith:

- The National Knowledge Network (NKN) Fibre will be provided through authorized Internet Service Provider (ISP) namely-BSNL/PGCIL/RailTel etc. at the gate of the campus duly terminated at multiplexer outside with min 1 STM are in 155 Mbps. The system design for the campus shall be developed using network architecture as per the scale after University with the provision of future scaling off facility as per requirement. The system shall be designed for a Structured Internal Architecture with High Availability Network Architecture and Modular Architecture will be developed for expansion as per the requirement to support interoperable devices which are maintainable. The MPLS *(Multi-Level Switching Packet)* connectivity shall be provided to ensure that all

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devices on the network are supported by MPLS, and the services are available to the end-user using the shortest path first protocol. The OSPF protocol shall be ready from day one and the system shall be designed with high availability of network designed for redundancy of 99.9%. The Software Defined Network (SBN) enable devices shall be application-based which can be remotely controlled for monitoring and management and shall be made available from day one. The Core Devices in Data Centre and distribution shall be in high availability mode provided with a firewall. The technology shall support next-generation network from day one which shall use IPV6 (Internet Protocol version 6), the Network Monitoring System (NMS) shall ensure real-time monitoring and it should be noted that no device should be the end of the sale, end of support or end of life when network is being set up at the time of implementation. The routers in the Wi-Fi shall be provided with Broad Gateway Protocol (BGP) from day one and it is desirable to provide IPBX on the campus which should act as an extension to the interuniversity communication-NPLS cloud. Apart from the above, the technology selected should be enabled for satellite uplinking and streaming devices should be added and kept ready for future applications. The Campus shall be designed using a Three-Tier Architecture namely- Core, Distribution, and Access to be connected through fiber network G.657A1 compliant which should be flexible and bend sensitive. A Minimum of 100 gig Fibre optic Main Incoming Network (Min 48 cores) from one or more than one service provider to ensure that the system is supported 24x7 and is possible to switch in case of any snag with load balancing feature to take advantage of bandwidth of spectrum and speed. The load balancing feature will be integrated into a Firewall including a web application Firewall to block any malicious

content further the distribution network will be supported by Min 40 gigs internal fiber-optic network (Min 24 cores) connecting various buildings to CICTC. The switches within buildings shall be networked in loops of internal Networks having a capacity of 10 gigs on copper followed by star local networks using Fibre Optic or Cat 6A cables on each floor supported by switches and hubs. The CICTC shall be provided with a customized SCADA platform to support multiple SAP applications, RMS (Resource Management Suits), etc using appropriate NMS Software for real-time monitoring. The backbone of the system shall be designed as FutureReady to adapt to emerging technologies including Artificial Intelligence and shall establish protocols for Data Security, operations, and management of services. It will be desirable to establish a Data Recovery Site (DRS) on Campus located in any building. The CICTC and DRS shall be designed for Disaster Resistance and all safety protocols as per codes with controlled access besides Cyber Security Protocols with Firewalls provided to mitigate cyber-attacks for the safety of valuable data.

- Apart from the above, the University shall establish its own Dashboard which shall be connected to the respective state Directorate of Higher Education Dashboard which in turn will be connected to the AISHE Portal of UGC/MOE. The University will obtain Cloud Space from the UGC/MOE-approved Government agencies such as NIC or a body created under MOE on a chargeable basis as specified by UGC and revision of rates from time to time for the space taken to store Data/Information. This will ensure easy access, secure data, enhance mobility of students/faculty/staff, Credit Transfer, support Academic Bank of Credit (ABC) and also act as a Disaster Recovery Site besides creating a

centralized infrastructure to ensure credibility of the system and policy framework.

- The University through its Dashboards will create a repository of information of every Student, Staff, and Faculty which shall be connected through the Unique ID (UID) generated through AISHE Portal and University ID provided by the Parent University where the above students are enrolled, faculty and staff employed. A dual mechanism of authentication will be provided wherein the parent university will provide Data/Information to the Host University/Institution wherein Student is desirous of pursuing a course will be duly accepted by the Host Institution and on completion, of course, the Host Institution will provide Scores to the Parent University within 60 days of completion of a semester, the same will be authenticated by them to complete the loop and the scores obtained shall be retained in the Digi Locker. The maintenance of records by the University shall be guided by the UGC policy defined in ABC Document, NSQF, and NHEQF Framework of UGC.

- The University shall get itself Geo Tagged and renew its information on an Annual Basis not later than 30th June every year from any Government Body like- NATMO, IIRS, NHRC, NESAC, etc as per provisions suggested by DST-GOI. This shall be connected through the Dashboard and used as a standard tool for real-time monitoring of physical infrastructure, utilization of resources, grants provided for physical infrastructure development. Apart from the above, this information will provide all information on Ground Coverage, FAR provided, and Heights of buildings beside the relationship between open and built, and all detailed information will be correlated to the self-disclosure information provided by the University of its Campus Master Plans along with other

Academic and Administrative information on prescribed proforma. The information thus provided will also be utilized by the Accreditation Bodies while information of each space will be provided as data and through Video Content for review by the expert team. The application of technology will enhance quality and productivity by reducing the time and costs involved at all levels.

- The campus shall be serviced by both structured Network and Wi-Fi duly supported by min 802.11 AC (Wi-Fi 5) preferable up-gradation to AX-Wi Fi 6to enable staff and students to seamlessly access information and to further support co-working even in external environments with inbuilt AI features which can support Firewall also. The system designers can also opt for Xi Fi if they deem it appropriate for system integration, design, and development.

- The Data Centres shall be designed for expansion and incremental growth with all safety measures for access, Natural disaster mitigation, environmental and pest control. This shall be provided in a separate building and shall also be utilized for any ICT support as may be required for various Missions of Govt. Of India or collaborative interface with Universities and Industry. The University shall create a backbone to absorb future growth and expansion and become a significant partner in the expansion of National Missions to fulfill the needs of a developing nation

Section 3

- **Framework for Campus Development**

- **Outcomes and Advantages**

- **Framework for Space Planning**

3.1 Framework for Campus Development

Campus Design and Planning is a continuous process of development involving an audit of the physical infrastructure of the University viz. the academic agenda, enrolment, new disciplines, research, housing, supporting facilities on campus besides engagement with neighbourhoods, communities, and city authorities. A dedicated team of Campus Planners, Academicians, Architects, Engineers and Technologists, Energy Experts, etc will be engaged in order to have a well-structured process of campus planning with defined guidelines and master plan to guide the future development of campus structure and form in response the genius of campus design philosophy, campus architecture, engineering services, project delivery, processes, life cycle analysis, and sustainable development approach. The campus design and planning is a specialized area with professionals designated as experts in the discipline having vast experience involved in the process.

The National Knowledge Commission has strongly recommended effective utilization of real estate assets in view of the central location of universities in the city and its real estate value in the current location. Some of the key recommendations are mentioned below:

- Convergence of Inter-Ministerial initiatives towards National Missions on Programs using Intellectual Capital of the Universities/Institutes.

- Flexibility to adapt to change *(socio-economic, cultural, and technological dimensions).*

- Demand and supply are linked to employment opportunities.

- Freedom for exploration and equal opportunities to all the academics.

- Innovation in teaching methodologies (From tutoring to learning).

- Reorganizing admission and evaluation systems.

- Making research an integral part of the education process and integration of cognate departments to share resources.

- Develop an interdisciplinary approach in teaching and learning processes by establishing research Centres and Centres of Excellence (COE) within them.

- Creation of schools for specialized domains/disciplines with supporting research facilities.

- Parity in Curricula Structure of University with inbuilt flexibility towards required autonomy to support credit transfer regime. The stakeholder can shop for knowledge in the desired field to achieve excellence.

The guidelines pertaining to Master plan of Mahatma Gandhi Central Universitry will be prepared considering development priorities and demand for space with respect to academics, research, residential facilities, Campus services and facilities, and open areas, parks, and landscape. The key recommendations of IDP Committee of the University are as under:

- A students' strength of Thirty Thousands (30,000) students can be accommodated within a Campus Area of 350 Acres with 90% residential facilities for students and 85% residential facilities for staff besides the Academic and Research infrastructure with desired redundancy.

- In order to promote Sports amongst youth and the benefits thereof, the Ground Coverage and FAR for Sports and Recreational for Students activities should be increased thought the zonal distribution of land has been retained as proposed in the Master Plan which will result in an average of mid-rise development of 8 -10

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floors as per height control defining the campus form having a mix of both low rise and mid-rise buildings under various uses.

- The Form-Based Codes for Campus as mandatory for all campus Development including Geo-tagging and Data of Campuses should be available on the Dashboard of MOE/UGC which can also be utilized by MOHUA for real-time monitoring and to ensure planned growth as per developmental norms which ensures safety and mitigation of disasters.

- There should be provisions of minimum of 75% Staff Housing and 90% Student Housing in the Campus of the University and can be modulated as per demand.

3.2 Outcomes and Advantages

- Optimizing the overall requirement of land.

- Reducing footprint to result in a compact built form with more carbon credits, incrementality, and better opportunity for modulation of campus form and scale to bring efficiency in overall use pattern and built form.

- Sustainable campus development model using green building design methodology and technologies. Development of Eco campuses.

- Generation of desirable open spaces by integration of appurtenant /incidental open spaces.

- Conservation of Natural Landscapes and Campus Landscape Design to compliment Architecture.

- Public spending and investment by the governments can also be judicious to cater to the increasing demand for higher education.

3.3 Framework for Space Planning

To ensure coordinated development and incremental growth of Campus of the University, spatial guidelines for various buildings on Campus are very important which need to be considered while planning and designing the campus of the University. The objective of these guidelines is to provide a flexible structure to meet the requirements of the University as per land bank and development controls specified. The flexible space planning approach embedded in the principles of modular coordination should be a new paradigm for the design of functional spaces which support incremental growth in an organized manner for efficient and optimally utilizing the resources which will meet future demands.

It is envisaged that University buildings are planned for centuries and not a few decades therefore the vision for campus development should be aesthetically pleasing, sustainable, and holistic with emphasis on safety and comfort of users achieved through appropriate Structural Design and MEP Services integration. The components of the buildings should be adaptable, scalable, and maintainable to absorb change and accept emerging technologies at present and other evolving cutting-edge technologies which will transform the educational sector for which the backbone is required to be provided now.

The system design should be structured and worked out to plug in new development to the existing infrastructure through Long-Range Developmental Plan/Master Plan of the University. The Design Basis Report (DBR) and DPR should incorporate a Comprehensive Strategic Framework with respect to the Life Cycle Cost Analysis to clearly define the return on investment through Cost-Benefit Analysis.

It is suggested that Building Automation Systems should be plugged into Resource management Suites (RMS/RAMS) which is integrated into University Information and

Management System (UIMS) Platform developed by the University specifically to support Academic and Administrative functions besides periodic performance monitoring of installations, facility management to control operating expenditure and effective utilization of resources.

The Minimum space Standards for Design of Campus Buildings have been prepared to meet the requirements of the University. The framework provides the required flexibility for transformation and articulation of space which meets the demands and provides an enabling environment for excellence in academics and research.

The physical infrastructure should be at par with international standards and should provide an inspiring teaching-learning environment embedded in the principles of equity, access, and sustainability. It is incumbent on the University to invest in Strategic Development Framework guided by the Comprehensive Master Plans for all the sections of the campus of the University.

The key principles and drivers for Building Design should meet the functional requirements of the user, comfort conditions, selection of appropriate materials and construction technology, Structural Systems, and Building Services by duly integrating the Information and Communication Technologies. The Green Strategies (Active/ Passive or Hybrid) should be developed both at the building and site level as per specified norms. The detailed Minimum requirements for each space are specified and the facilities to be provided are mentioned below.

S. No.	ACADEMIC AREAS			
	Spaces	Area	Unit	
	CLASSROOM	Proposed Guidelines		
1.	Classroom (strength as per intake)	1.5	sqm/st	
2.	Tutorial room (50% of intake)	1.5	sqm/st	
3.	Lecture hall (flat) - as per intake	1.5	sqm/st + additional 10% for dias and technology integration	
4.	Lecture hall (stepped) - as per intake	1.5	sqm/st + additional 10% for dias and technology integration	
5.	minar room (120 capacity) - multipurpose/ joint class	1.5	sqm/st + additional 10% for dias and technology integration	
6.	Studio (as per intake)	3	sqm/st	
7.	AV room	50	sqm	
	Laboratories			
8.	Lab 1 - General (50% of intakestudents split in 2 batches for UG Programs)	3 to 5	sqm/st	
9.	Lab 2 - Specialised (PG & Research)	4 to 6	sqm/st	
10.	Lab 3 - Advanced (Research & Post Doc.)	6 to 8	sqm/st	
11.	Store, technician room	10	sqm	
12.	Preparation room - Shared by 2	12	sqm	
13.	Workshop	100 to 200	sqm	

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14.	Workshop	200	sqm
15.	Museum + Exhibition area	2.5	sqm/exhibit + additional 50% (for stores & technical areas)

LIBRARY			
1.	Issue return Counters- (Self HelpAutomation Preferred)/ Foyer	50 to 100	Sqm
2.	Stack area (min. distance between stack c to c 1.2m)	10	sqm / 1000 volumes
3.	Reading area (20% of student strength distributed in General, Periodical & Reference section)	2.5	sqm/person
4.	Self-study carrels	2.5	sqm/person
5.	General section	3.9 to 4.5	sqm / 1000 volumes
6.	Periodical section	3.9 to 4.5	sqm / 1000 volumes
7.	Reference section	4.5 to 4.8	sqm / 1000 volumes
8.	Digital Library (10-15 terminals)	1.8	sqm/terminal
9.	Binding / store room	18 to 20	Sqm
10.	Accession room	25	Sqm
11.	Processing room	20	Sqm
Books/Titles	*Min 500 books/150 titles /600 volumes for each discipline and allied disciplines. Max40% E-Books of the total requirement duly accessed can be provided. For TBL Number of volumes can be added to meet the requirement of 75% students as per intake.*		
Journals/Volumes	*Min 8 for each discipline of which 25% should be International and Institutional Development Plan for HEIs	2022 37 Working Group Report can also be in E format. Connectivity to NDL/NPTL/DELNET is mandatory.*		

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12.	General store	12 to 15	Sqm
13.	Reprographics room	15	Sqm
14.	TBL issue and return	25 to 30	Sqm
15.	TBL store	50	Sqm
16.	Librarian	15	Sqm
17.	Assistant Librarian	10	Sqm
18.	Library assistants	6	Sqm
AMENITIES			
1.	Boys' common room	50 to 75	Sqm
2.	Girls' common room	50 to 75	Sqm
3.	Canteen (200 to 250 people)	2.25	sqm/st (including kitchen Cooking Areas /stores-Gen, Cold,Vegetables/Preparation Aeas/Catering /Washing etc.)
4.	Toilets- Male /Female and Handicapped		as per NBC
5.	Housekeeping	12	Sqm
6.	Medical Room	50	Sqm as per NABH Guidelines
7.	Alumni Centre	360 to 500	Sqm
8.	Reprographics & Stationery	36 to40	Sqm
9.	First aid & sick room	25	Sqm
FACULTY AREA (P: Asso. P: Asst. P - 1:2:4)			
1.	Assistant Professor	10 to 12	sqm (open office)
2.	Associate Professor	12 to 15	sqm (cubicles)

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3.	Professor	15 to 18	sqm (cubicles)
4.	Research Scholar	6 to 8	sqm (open office)
5.	Dept. Library	60 to 90	Sqm
6.	HOD room	25 to 30	Sqm
7.	Dept. Office	30 to 45	Sqm
8.	Conference room	30 to 45	Sqm
9.	Handicapped toilet	4.5 to 6	Sqm
Meeting rooms (Faculty & Research scholar)			
10.	Category 1- (8-15 Persons)	12 to 15	Sqm
11.	Category 2 (15-20 Person)	20 to 30	Sqm
12.	Category 3 (30-40 persons)	45 to 60	Sqm
COMPUTER CENTRE			
1.	Computer Centre sqm/terminal + 30% (for system analyst, UPS, etc)	1.8	sqm/terminal + 30% (for system analyst, UPS, etc)
2.	Lab with teaching format (50% of intake)	1.8	sqm/terminal + 10% (with LCD screens)
3.	Server & switch room	1	sqm/terminal
4.	Content creation centre	30	Sqm
5.	Video recording room	30	sqm (with recording studio)
6.	System in charge / Analyst	12	Sqm
7.	UPS room	25	Sqm
8.	Store	12	Sqm

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9.	Technician room (1 / 30 terminals)	6	sqm/technician
ADMINISTRATION*			
1.	Director's/VC's room	30-45	Sqm
2.	Director's/VC's Secretariat & waiting	30	Sqm
3.	Registrar room	20-25	Sqm
4.	Registrars Secretariat	20	Sqm
5.	Conference room (25 persons)	1.5	sqm/person
6.	Administrative office (open office for junior staff & cubicles for Deputy Registrar & above)	Area to be modulated as per staffing pattern	
7.	Establishment	50 to 75	Sqm
8.	Academics	50 to 75	Sqm
9.	Examination & control	75 to 100	Sqm
10.	Storage for answer scripts using compactors	250 to 300	Sqm
11.	Placement Cell	300	Sqm
12.	Finance and accounts	75 to 100	Sqm
13.	Stores & purchase	50 to 75	Sqm
14.	Central store	100	Sqm
15.	Maintenance room	50 to 75	Sqm
16.	Security	25	Sqm
17.	Central Command room	50	Sqm
18.	Housekeeping room	12	Sqm

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	SPECIAL REQUIREMENTS		
1.	Exhibition space come storage **	100 to 150	
2.	Drawing Hall	3	sqm/st
3.	Language Laboratory	45	qm
4.	Design and Innovation lab (also for startups) **	250 to 500	Sqm
5.	Herbal Garden	Designated space	Open Area as per Master Plan
6.	Animal House (Pharmacy)	100	Sqm
7.	Departmental Centres for Research & projects	350 to 500	Sqm
8.	Campus Health /Wellness Centre- 50 bedded with 10 bed ICU and Accidental and Medical Emergency facilities, Diagnostics, IPD and OPD facilities	50 00- 6000	Sqm as per NABH Guidelines
9.	Campus IT Centre / Data centre & Media lab**	1500 to 2000	Sqm
10.	IQAC Cell	500	Sqm
** Detailed program to be developed by University			
* Area norms for administrative staff			
11.	Deputy Registrar (cubicle/room) or equivalent	15 Sqm	Sqm
12.	Asst. Registrar (open office) or equivalent	10 Sqm	10 Sqm
13.	UDC or equivalent	3.25	Sqm

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14.	LDC or equivalent Sqm	2.25	Sqm
15.	Technicians	6	Sqm

Note: 1. Adequate storage (floor mounted & overhead) space to be integrated as part of flexible planning integrated to open office systems. All offices & workstations shall be serviced by IT infrastructures.

2. Additional toilets (male, female & handicapped) as per NBC norms with respect to occupant load.

3. Add 35% for Circulation, Wall Thickness, and Facilities to carpet areas prescribed above.

Special Areas

(A) Drawing Hall

(B) Language Laboratory

(C) Design and Innovation Labs

(D) Animal House

(E) IQA Cell

(F) Departmental Research & Project Centres

(G) Health and Wellness Centre

(H) Campus ICT Centre

(I) Herbal Garden

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IOE CENTRES FOR EXCELLENCE		
Spaces	**Area**	**Unit**
Advanced Research & Management Development Centre	4000 to 5000	sqm
Academic Staff College/ QIP Centre (including conferencing, seminar & residential facility)	4000	sqm
Industry Institution Collaboration Centre	5000 to 7500	sqm
Inter-University Collaboration Centre	7500 to 10000	sqm
Centre for Distant Education	5000-7500	sqm
Blended learning - MOOCS & Digital recording	1500 to 2000	sqm
Experience Centre	1500 to 2000	sqm
Campus ICT and Data Centre including Command Centre	1500-2000	sqm
Note: 1. Adequate storage (floor mounted & overhead) space to be integrated as part of flexible planning integrated to open office systems. All offices & workstations shall be serviced by IT infrastructures. 2. Additional toilets (male, female & handicapped) as per NBC norms concerning occupant load. 3. Add 35% for Circulation, Wall Thickness, and Facilities to carpet areas prescribed above.		

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S. No.	SPORTS & RECREATIONAL FACILITIES		
	Spaces	Area	Unit
1.	Auditorium (1000 capacity). 1.5 sqm/seat + 50% (for stage & backstage)	2750	sqm
2.	Pre-function zones	0.5	sqm/person
3.	Students' Activity Centre	3000	sqm
4.	Main Lobby	50	sqm
5.	Café (50 persons) - 4	480	sqm
6.	Thrift store	45 to 60	sqm
	Student Clubs		
7.	Theatre	125	sqm
8.	Indian music	125	sqm
9.	Western Music	125	sqm
10.	Fine Arts	125	sqm
11.	Photography	125	sqm
12.	Dance	125	sqm
13.	Rotary/Lion's club	125	sqm
14.	Environmental club	125	sqm
15.	IT innovation club	125	sqm
16.	OAT (500 persons) - including stage	500	sqm
17.	Seminar room (100 persons)	150	sqm
18.	Conference room (30 persons)	45	sqm

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19.	TV come reading room	150	sqm
20.	Students' Council office	60	sqm
21.	Facility management office	30	sqm
22.	Storeroom	20	sqm
Indoor Sports			
23.	Chess	30	sqm
24.	Carom	30	sqm
25.	Billiards (4 tables)	90	sqm
Indoor Sports facilities			
1.	Table Tennis (4 tables)	150	sqm
2.	Badminton (4 courts)	560	sqm
3.	Gymnasium	200	sqm
4.	Squash (4 courts)	400	sqm
5.	Yoga (100)	225	sqm
6.	Basketball (2 courts)	450	sqm
7.	Volleyball (2 courts)	350	sqm
8.	Wrestling (2 courts)	400	sqm
9.	Weight lifting (4)	64	sqm
Ancillary facilities			
1.	Entrance lobby 50 sqm	50	sqm
2.	Spectators for each facility @ 0.6 sqm/person		
3.	Changing rooms (lockers + showers + toilets) @ 2.1sqm/person (*numbers to		

	be modulated as per the sports)		
4.	Instructor's room	12	sqm
5.	First aid	20	sqm
6.	Equipment room (multi-functional)	60	sqm
7.	Equipment room (singular)	20	sqm
8.	Housekeeping	5	sqm
9.	Caretaken room	10	sqm
10.	Stores / sport	10 to 15	sqm
Toilets for players and staff			
11.	Male	20	sqm
12.	Female	15	sqm

Note: Above areas are carpet areas add 35% for circulation, wall thickness, and facilities Note: 1. Effective areas may be referred from Time Saver Standards &Neuferts Architectural Standards in conjunction with the standards prescribed by respective Federations of different sports in India.

2. The Indoor Sports facilities can also be designed as an integrated facility for various sports to share the resources; however, the minimum clear height required for each sport is required to be provided as per standards.

3. The specialized facilities can be shared amongst HEI's within a city or existing facilities under various authorities and Federations.

Outdoor Sports facilities			
1.	Swimming pool (Olympic size)	50 x 25	m
2.	Deck area on all sides	4 to 5	m
3.	Changing room (40 each) lockers + shower + toilets	2.1	sqm/person

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4.	Instructor / coach room	10	sqm
5.	Attendant room	6	sqm
6.	First aid room	12	sqm
7.	Accessory room	20	sqm
8.	Teaching / paddling pool	15 x 25	m
9.	Spectators (100 to 200)	0.66	sqm/person
10.	Treatment plant room (area as per pool area /water capacity)		
11.	Lawn tennis (4 courts)	800	sqm
12.	Hockey	90 x 60	m
13.	Football	118 x85	m
14.	Cricket	160 x 142	m
15.	Athletic track (8 lanes 800m) + including other sports in the field area	177 x 104	m
16.	Kabaddi	13 x 10	m
17.	Kho kho	27 x 16	m
18.	Basketball (Min 2 courts)	26 x 14	m
19.	Volley ball (Min 2 courts)	24 x 15	m
Ancillary facilities			
1.	Entrance lobby 50-100 sqm		
2.	Spectators for each facility @ 0.6 sqm/person – 100-150 persons- Indoor Sports (Retractable Seating Systems can be used) 500-1500- Outdoor Sports		
3.	Changing rooms (lockers + showers + toilets) @ 2.1sqm/person (*numbers		

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	to be modulated as per the sports)		
4.	Instructor's room	12	sqm
5.	First aid	20	sqm
6.	Equipment room (multi-functional)	60	sqm
7.	Equipment room (singular)	20	sqm
8.	Housekeeping (2 rooms)	5	sqm
9.	Caretaker's room	10	sqm
10.	Stores / Sport	10 to 15	sqm
	Toilets for players and staff*		
11.	Male	20	sqm
12.	Female	15	sqm
*Additional toilets (male, female & handicapped) as per NBC norms concerning occupant load to support InterVarsity Tournaments Above areas are carpet areas add 35% for circulation, wall thickness, and facilities for built-up areas.			

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RESIDENTIAL FACILITIES		
STUDENT HOUSING		
Spaces	**Area**	**Unit**
Housing area for Students Housing on Campusavergae	16.8	sqm/student
Single seated room		9 sqm/st
Double seated room		16 sqm/st
Triple seated room		24 sqm/st
Dining Hall		2.25 sqm/st
Recreational facilities		1 sqm/st
Administrative areas		0.25 sqm/st
• Warden's office • Assistant office • Reception & entrance lobby • Office superintendent • Hostel administration office		
Warden's residence		140 sqm
Asst. warden's residence		110 sqm
Note: Add 35% for circulation, wall thickness, and facilities Note: All supporting staff to be outsourced.		
Staff Housing		
TOTAL (Faculty)	2000	Faculty Ratio = 1:2:4 (P : AP : L)

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TOTAL (Non-Teaching Staff)	2200	Non-Teaching Ratio = (1 : 1.1)		
TOTAL STAFF	4200	Teaching : Non-Teaching Ratio = 1:1.1 STR: 1:15 (Average)		
Break up of Faculty Housing	**No. of Units**	**HSG TYPE**	**Area (Sqm)**	**Total Area (Sqm)**
No. of Professors - Group A (1)	286	T 6	180	51429
No. of Asso. Prof- Group B(2)	571	T 5	140	79940
No. of Asst. Prof- Group B(4)	1143	T 4	110	125730
Total no. of faculty	2000	257099		
Break up of Non-Teaching Housing				
Group A= 2%	44	T 5	160	7040
Group B= 3%	66	T 4	120	7920
Group C= 35%	774	T 3	90	69750
Group D= 60%	1315	T 2	70	92050
Total no. of non-teaching staff	2200	176760		
Total Area		433859		
Note: Add 30% circulation area (common areas) and wall thicknesses. Above unit areas inclusive of wall thickness.				

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Note: All buildings to be designed should be compliant to a minimum 5-star GRIHA rating for sustainable strategies at the building & site level. Detailed program to be developed by University as per requirement and planned for incremental growth in a phased manner as per specified Indian & International standards with specific requirements for environmental control, clean environments, safety & sustainability to be addressed adequately. Refer to the table of standards and their subsequent revisions as applicable given for compliance.

STANDARDS TO BE FOLLOWED

- National Building Code (NBC 2016) & relevant BIS codes / subsequent revisions thereof

- UBBL 2016 and subsequent revisions thereof

- Provisions of Masterplans / ZDPs / LAPs & URDPFI guidelines

- BEE - ECBC norms (Commercial & Residential buildings)

- TERIGRIHA norms

- GRIHA LD norms

- IGBC / USGBC guidelines

- Vulnerability Atlas of India

- Relevant international standards as applicable: American standards (ASTM – American Society for Testing & Materials) / BS – British Standards / DIN – DeutschesInstitutfürNormunge.V. (German Institute for Standardization) / EU – European Standards etc.

- ASHRAE / ISHARE standards and Guidelines including Clean Room Applications

- Indian Electricity Rules, 1956/2020 & Electrical Safety Manual/Safety considerations for equipment generating Electrical and Magnetic Fields.

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- NFPA /UL guidelines - Fire- BS/UL/ DIN

- Harmonised Guidelines for Universal Accessibility 2021 14 CPWD - DSR / Analysis of Rates / PAR estimates

- Guidelines of IEEE for IT Infrastructure

- Health facilities at par with NABH norms

- AERB Codes and Guidelines

- IARP, BARC Guidelines for Radiation Protection

- NDMA Guidelines for Disaster Management including Chemical, Biological, and Nuclear

- NAPES&PESO Guidelines –From the office of Chief Controller of Explosives

- NDPS Act and Rules-Guidelines for Stocking and Dispensing Essential Drugs-Research Institutions for Pharmacy and National Forensic Sciences Universities (NFSU)

- Any other Safety Guidelines Indian and International required for Installation of types of equipment

- UGC SATAT Guidelines

Note: All HEIs shall follow the prescribed UGC Guidelines for Campus Development and Space Planning Standards 2022 in conjunction with SATAT.

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