



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GURUKULA KANGRI (DEEMED TO BE UNIVERSITY)

P.O. GURUKUL KANGRI, HARIDWAR-249404

249404

www.gkv.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gurukul Kangri is a deemed to be university fully funded by the UGC/Govt. of India. It was the first Non-British university to be established in India in 1902 by Swami Shraddhanandji after the establishment of Presidency Universities (Calcutta, Madras, Bombay) and Punjab University Lahore. It was established to impart education through the Indian indigenous Gurukula System with synthesis between timeless ancient Indian thought and modern science. The purpose was to provide an indigenous alternative system of education to that of Lord Macaulay. Gurukul Kangri has three campuses—Main Campus (Haridwar), Kanya Gurukula Campus (Haridwar) and Kanya Gurukula Campus (Dehradun). There are nine faculties-Oriental Studies, Humanities, Science, Life Science, Management Studies, Technology, Engineering & Technology, Education and Training, Medical Science & Health and a Shradhanand Vedic Shodh Sansthan. The faculty are exposed to a rich culture of research and innovation and with their expertise have extensively contributed and impacted the national programs especially in imparting indigenous knowledge.

Vision

Gurukula Kangri (Deemed to be University) Haridwar aims at reviving the ancient education of Bramacharya (Continenence), rejuvenating and resuscitating ancient Indian knowledge systems, conducting researches into the Indian and Western knowledge systems, producing good citizens possessed of a culture compound of the loftiest elements of the two civilizations.

Mission

- To create a synthesis of our Indian Intellectual tradition with the best of the modern education of Science & Technology, Management and such other programs.
- To inculcate national spirit and respect for Indian culture among the students in order to contribute to the nation building
- To impart value-based education in order to develop the personality of the students
- To enrich and empower all the beneficiaries through participative, positive, harmonious teaching learning environment.
- To develop inter-linkages across teaching, research and extension.
- To make students employable by imparting holistic education and developing skills

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The university's strength come from its emphasis on the Indian indigenous knowledge systems and the interdisciplinary nature of its programs, the fundamental tenet of the independence that the faculty members enjoy from day one, its liberal governance structures and its rigorous faculty recruitment. In the recent years, it started new courses like M.P. Ed., B.B.A. and D. Pharm. It has still sufficient infrastructure for expansion and development. Good placement and extension services are available. It has displayed the willingness to explore and adopt practices like best teacher and best employee award, start-up grants, etc. The university has played a key role in nation building through its Indian indigenous knowledge systems both in traditional and modern subjects. It has also been innovative in introducing new programs which have served as inspiration to others. Examples of these innovations include:

- PG and Research Program in Yogic Science
- Induction of Knowledge Traditions and Practices of India in courses
- The Centre for Innovation & Incubation which has been active in promoting start-ups and other activities
- Focus on Native modernity

All these steps have enabled the university to attain a reputation as the foremost centre of Indian indigenous knowledge systems and interdisciplinary research.

Institutional Weakness

The weaknesses of the university stem at various levels. Several departments have inadequate faculty. The handicaps come from the lack of financial resources to allow its faculty and research students to keep pace with the needs of research, which include international travel, collaborations that allow us to host distinguished visitors for long periods, maintenance and renewal of capital infrastructure/equipment, accommodation for short term and international visitors, seed funding for new faculty members, fellowships for postdoctoral students and seeding initiatives in interdisciplinary areas before they become mature enough to attract their own funds. The university fails to attract international students.

Institutional Opportunity

The university has been active in exploiting opportunities in the last two decades. There is scope for further growth and expansion in interdisciplinary and transdisciplinary research. National and international linkages required to be formalized in cutting-edge areas. Yogic Science can be strengthened with modern mechanism and practice. The university, being in Haridwar, has the proximity to various R&D labs and industry to associate with. The university engagement with Science and Technology need to be accelerated if it is to become more self-sufficient and connected to societal needs. We need to create administrative structures to incentivize faculty performance, attract corporate funding, reach out to alumni, promote entrepreneurship and to computerize administrative operations. We also need to reach out in new ways such as on-line and distance courses/ modules as part of continuing education.

Institutional Challenge

The challenges to the university are both internal as well as external which include building up and motivating faculty for more consultancy, making the offices ICT based automated adequately and attracting students from various parts of the country and abroad. Now a days, higher education has become more international in opportunities, both for students as well as for faculty/staff and many of the attractions of foreign countries cannot always be matched in Indian environment. Within India, the proliferation of private and public institutions of higher learning will eventually create a more competitive environment for external funds as well as for motivated incoming students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The university has a relevance to global, national and regional needs. The Curricula has a focus on employability, entrepreneurship, skill development and nation building. All the courses are taught by faculty members who are themselves active researchers and familiar with the latest developments in their respective areas of specialization. The courses are revised regularly including the latest developments and thus are kept up-to-date. The curricula of all the programmes have been designed keeping in mind student centric approach. The university offers dedicated courses of interdisciplinary and transdisciplinary which have focus on issues relevant to gender, environment and sustainability, human values, professional ethics, *Bharatiya Jnan Paramapara* (Indian Knowledge Tradition) and also ensures integration of these appropriately in the curricula. The stakeholders, visitors from universities and industries are consulted for collecting their feedback about the course and the same is communicated to the members of BOS.

Responding to needs identified, the university has introduced the Choice Based Credit System (CBCS) enabling greater academic flexibility and increased employability skills of the students in line with professional and personal aspirations. In order to strengthen this feature, the university has also course/ subject of Political Science, Economics, Music-Vocal and Instrumental. Courses relevant to Gender Sensitivity, Professional Ethics and Human Values are also integrated in relevant programmes for holistic development of students.

Teaching-learning and Evaluation

The university has dedicated faculty. Each faculty has been provided with a computer and internet facility. The university motivates the teachers to use ICT – enabled tools including online resources for effective teaching and learning processes.

The Teaching-Learning process is scientifically designed and planned for transaction. Student centric methods, such as experiential learning, participative learning and problem solving methodologies are employed for enhancing learning experiences of the students. The students are aware of their Learning Outcomes, Program Outcomes, Programme Specific Outcomes and Course Outcomes which are posted on the website. The attainment of these objectives is evaluated by various academic quality assurance bodies of the university. In *Garbhashta parampara* (mentor-mentee tradition), mentors, assigned to the students, identify the pace of learning of their respective mentees.

The university has a centralized examination system, besides Internal assessment. Examination procedures is reviewed by the Academic Council of the university. All courses have continuous internal assessment with multiple assignments and tests to be given to students. With the introduction of information technology into the

examination mechanism of the university, efficiency has been enhanced by automating activities, which were initially conducted manually. IT application is found at every step in the university for smooth management of examinations, to usher greater efficiency, transparency and reliability.

Research, Innovations and Extension

The university has established a non-profit centre for Innovation and Incubation to oversee all activities pertaining to research and know how opportunities can be created for translating research in the contemporary context of industry, society and nation. The university lays great emphasis on research and innovation both at the faculty and students level. Young faculty are provided substantial seed money in order to enable them to quickly start their research programmes. The university has research facilities supported by experienced and qualified research and technical staff. Some of the Departments have been recognized for their research excellence through the schemes of MHRD, UGC, DST, UCOST, AICTE etc. The university has entered into several MoUs with foreign universities for COLLABORATIVE RESEARCH and exchange of faculty members. Besides the publication of papers and books, the university has a policy for consultancy which promotes the consultancy works permitting to take the works directly by teachers and the remuneration/honorarium for the professional services rendered is credited directly to the teachers. In the assessment period, faculty members have published 617 research papers in UGC listed journals and 246 books/papers in conference proceedings. They are having 11 ongoing research projects and 2 patents during the last five years.

The focus of the university is to create a cultured society rather than a qualified society by transforming the lives of the people. The university has promoted the engagement of faculty, students and staff with neighborhood community for their holistic and sustained development through various activities. NSS units have adopted a village, Jamalpur near Haridwar itself. Promotion of the social welfare schemes of the Government like Beti Bachao- Beti Padhao, Swachh Bharat Abhyan, Run for Unity, Go Green Day, were carried out under outreach programmes of the University. Awareness programmes regarding Human Rights, Traffic Rules, Digital India, Women Empowerment, Tree Plantation, Youth Leadership etc were organized by NSS. The NSS wing in the Department of Life learning, Faculty of Education & Training started an Empanelled Training Institute sponsored by Ministry of Youth Affairs and Sports, Govt. of India.

Infrastructure and Learning Resources

The university has created excellent infrastructure for harnessing the potential of the youth. The campus is spread over an area of 204.948 acres with a built up area of 75885.71 sq. meters, with impressive architecture matched with green, aesthetic platform of academic environment. The university has three campuses Main campus, Haridwar, Girls' campus Haridwar, Girls' campus Dehradun. Ten teaching blocks and other independent buildings, accommodate 23 Teaching Departments and a Shradhanand Vedic Shodh Sansthan.

The learning infrastructure consists of 104 classrooms and seminar halls and several laboratories. 95 classrooms are ICT enabled with basic infrastructure such as internet and LCD projectors, multimedia facilities for teaching and learning. Total number of computers for academic purpose is 738. The Computer Centre oversees the design and maintenance of the ICT infrastructure at the university. The University library is fully automated using Troodon - an Integrated Library Management System. It is being used to perform all types of library functions

There are magnificent 'Yajnashala' Veda Mandir and Yoga Hall to inculcate high values. The university has well established procedures for maintaining various infrastructural facilities and has well maintained auditorium, stadium and Grassy Cricket Ground, Football Ground, Hockey Ground, Volley Ball Courts with flood lights, Badminton Courts with flood lights, Gymnasium Hall including Gym facility, Basket Ball Courts, Lawn Tennis Court with flood lights, Table Tennis Hall, Weight Lifting Platform, Judo Hall with 2 sets of mats Squash Court.

Student Support and Progression

Students are the main stakeholders in the university system and the ability to see the situation from the perspective of a student and of a learner, their participation in the university governance is the key factor in making the functioning and decision-making more transparent. For ensuring continuous improvement in the entire operations of the university, and assuring all the stakeholders connected with higher education, the university has Internal Quality Assurance Cell (IQAC) which has provision of nomination of two students for two years in its decision making body.

The students organize and participate in sports & games, social & cultural events, and are given avenues to hone and exhibit their creative skills. Students also organize Haridwar Literature festival and Jnanagni, Freshers' party programmes .

The university has officially recognized Alumni Association which has helped in its outreach and fundraising efforts by helping connect better with alumni and industry representatives and publicizing various funding opportunities.

The Corporate Affairs and Outreach Cell (CAOC) provides career counselling and assists students regarding placements. It also has an active engagement with its alumni through the Office of DSW and the registered Alumni Association. There one company of NCC and four units of NSS.

Governance, Leadership and Management

The Governing Board of the university meets almost every quarter and is the executive authority of the university, with purview over academics, finances, building works, and disciplinary matters. All other bodies/committees meet as per an annual schedule. The leadership encourages faculty members to excel in all the three core domains of the institution i.e. Teaching, Research and Innovation.

The university gets budgetary grants from the UGC/MHRD which covers Salary and benefits of teaching and non-teaching staff, post-graduate (Master's and PhD) student scholarships, utilities such as electricity and water and repairs and maintenance of the campus. Sources required for carrying out cutting-edge research is generated by the faculty of the University through extramural research funding from various government and non-government agencies.

The university has a structured process for Performance Appraisal System for teaching and non-teaching staff. The faculty member is required to submit his/her Performance Based Appraisal System (PBAS) annually through proper channel to the Registrar office. At the time of promotion all the Performance Based Appraisal System (PBAS) of the faculty of that period is considered. Performance of staff members is assessed at departmental level through Annual Confidential Reports involving his/her reporting & reviewing officer.

The decentralized participatory management approach encourages involvement of the faculty and staff from all levels in various committees and decision-making bodies. The university exercises utmost care in financial management and is subject to annual internal and external audits.

A dedicated Internal Quality Assurance Cell (IQAC) ensures the efficiency and effectiveness of all its academic and administrative activities. The Academic Council meets every quarter and makes decisions on major changes to the academic programs. The bodies like Board of Research and the Departmental Board of Studies (BOS) periodically review both the teaching and research activities and ensure that quality is maintained.

Institutional Values and Best Practices

The university has strong institutional values and responsibilities. It actively promotes gender equity, safety and security. Period of Maternity leave/Child Care leave are exempted for promotion. Series of sensitization workshops are regularly organized on the campus. An Internal Complaints Committee Against Sexual Harassment redresses any issues and ensures safe and secure workplace for women.

The Indian indigenous Garbasta parampara, performance of daily yajna, chanting of Vedic mantras in Veda Mandir, practice of yoga, help inculcating high values the students and the campus community. These feature are best practices of the university. The induction of the contents from *Bharatiya jnan parampara* as Value based Inter-disciplinary Courses in tune with the vision, priority and thrust of the university, is to develop national feeling among the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	Gurukula Kangri (Deemed to be University)
Address	P.O. Gurukul Kangri, Haridwar-249404
City	Haridwar
State	Uttarakhand
Pin	249404
Website	www.gkv.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Roop Kishore Shastri	01334-7300761328	7300761263	-	iqac@gkv.ac.in
IQAC / CIQA coordinator	Shrawan Kumar Sharma	01334-9837202304	9412074666	-	drshrawan@gmail.com

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	19-06-1962
Status Prior to Establishment, If applicable	Other
Establishment Date	04-03-1902
Any Other, Please Specify	UNIVERSITY WITHOUT FUNDING

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	19-06-1962	View Document
12B of UGC	18-09-2020	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

NAAC

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	P.O. Gurukul Kangri, Haridwar-249404	Urban	204.948	75885.71	BA, BA(H), BBA, BPED, BPES, BPHARM, BSC BIO, BSC (H) BIOMEDICAL SCIENCE, BSC (MATH), BTECH, DPHARM, MA, MBA, MCA, MPE D, MSC, PG DIPLOMA, PH.D		
Off Campus	Kanya Gurukul Campus , 47, Sewak Ashram Road, Dehradun	Urban	12.61	4299.27	BA, MA, MBA, MCA, PH.D.	08-11-1923	11-12-1985

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>108091_5622_1_1605083333.pdf</td> </tr> <tr> <td>NCTE</td> <td>108091_5622_4_1603433959.pdf</td> </tr> <tr> <td>PCI</td> <td>108091_5622_6_1605014968.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	108091_5622_1_1605083333.pdf	NCTE	108091_5622_4_1603433959.pdf	PCI	108091_5622_6_1605014968.pdf	
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NCTE	108091_5622_4_1603433959.pdf								
PCI	108091_5622_6_1605014968.pdf								

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	22				40				139			
Recruited	4	0	0	4	14	2	0	16	77	33	0	110
Yet to Recruit	18				24				29			
On Contract	0	0	0	0	0	0	0	0	27	0	0	27

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				176
Recruited	103	12	0	115
Yet to Recruit				61
On Contract	7	0	0	7

Technical Staff				
	Male	Female	Others	Total
Sanctioned				96
Recruited	82	3	0	85
Yet to Recruit				11
On Contract	2	0	0	2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	2	0	0	2	0	0	2	0	0	6
Ph.D.	3	0	0	12	2	0	63	33	0	113
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	0	0	12

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	23	0	0	23

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	43	26	0	69
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	1	0	15

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NIL	NIL	NIL

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1337	2663	0	1	4001
	Female	158	37	0	0	195
	Others	0	0	0	0	0
PG	Male	362	534	0	6	902
	Female	469	223	0	0	692
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	40	148	0	2	190
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	22	40	0	0	62
	Female	29	23	0	0	52
	Others	0	0	0	0	0
Diploma	Male	40	148	0	2	190
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	Four Star	70.3	NAAC 2002 PEER TEAM VISIT REPORT.pdf
Cycle 2	Accreditation	A	3.13	NAAC 2015 REPORT.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Aihc And Archaeology	View Document
Botany And Microbiology	View Document
Chemistry	View Document
Computer Science	View Document
Computer Science And Engineering	View Document
Electrical Engineering	View Document
Electronics And Communication Engineering	View Document
English	View Document
Faculty Of Humanties	View Document
Faculty Of Life Science	View Document
Faculty Of Oriental Studies	View Document
Faculty Of Science	View Document
Hindi	View Document
Jyotirvigyan And Vedic Karmkand	View Document
Management Studies	View Document
Mathematics	View Document
Mechanical Engineering	View Document
Pharmaceutical Sciences	View Document
Philosophy	View Document
Physical Education And Sports	View Document
Physics	View Document
Psychology	View Document
Sanskrit	View Document
Veda	View Document
Yogic Science	View Document
Zoology And Environmental Science	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
34	34	34	34	34
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 25

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6093	5929	5454	5247	5039
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1937	1785	1644	1494	1496
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the University examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4998	5038	4949	4640	4463
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during the last 5 years**

2019-20	2018-19	2017-18	2016-17	2015-16
333	650	925	849	445

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1329	1375	1304	1266	1188
File Description		Document		
Institutional data in prescribed format		View Document		

3.2**Number of full time teachers year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
156	142	145	151	154
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
201	201	182	182	182
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
6915	6480	5964	6715	6374
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1749	1440	1411	1520	1343
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 104****4.4****Total number of computers in the campus for academic purpose****Response: 738**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
1056.13	2784.50	2127.74	1977.04	1901.07

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The Vision of Gurukula Kangri (Deemed to be University) Haridwar is to create a cultured society rather than a qualified society, by imparting quality education (Research and Teaching), with the injection of Indian indigenous knowledge. The vision and mission of the University is reflected in the curricula which aim at preparing the students as responsible citizen and suitable for the job market and their own business.

The university has well defined procedures to design new curricula and revise/amend the existing curricula. For this purpose, the apex body is the Academic Council well supported by the bodies including Faculty concerned, Board of Studies (Under-Graduate and Post-Graduate) of the concerned subjects and the Departmental Committees. The Departmental Committees identify and assess/evaluate the local/national/regional/global needs in order to make the curricula of the programmes/courses relevant to such needs. This task is done by involving the experts from academia and industry, taking into account the feedback obtained from various stakeholders; inputs from the analysis of the annual Academic Audit conducted to ensure the continual assessment.

Responding to needs identified, the University has introduced the Choice Based Credit System (CBCS) enabling greater academic flexibility and increased employability skills of the students in line with professional and personal aspirations. Courses relevant to Gender Sensitivity, Professional Ethics and Human Values are also integrated in relevant programmes for holistic development of students.

The university has also incorporated internship, projects, field work in the curricula to ensure that the students are exposed to the developmental requirements of the country in general and local/regional requirements in particular. The University has developed outcome based curricula in all programmes offered by it through 29 departments under 9 faculties of Humanities, Oriental Studies, Management Studies, Science, Life Science, Technology, Engineering and Technology, Education and Training and Medical Science and Health. The university has identified POs, PSOs, COs for all UG, PG, and PhD programmes. Regarding the programme outcomes, suitable descriptions at departmental level and faculty level helped framing at course level further mapped onto programme specific outcomes subsequently to programme outcomes. The outcomes as stated have been incorporated in the prescribed curricula and displayed on the university website to facilitate accessibility to various stakeholders including the teachers and students. The entire effort has been made in line with the broad guidelines of the statutory bodies such as UGC, AICTE, PCI, NCTE, etc. The course outcomes designed to cover the prescribed syllabus and designated competencies are embedded in the assessment pattern based upon both internal and external examination system. The entire exercise is carried out with a focus on inter-disciplinary approach leading to critical and collective understanding of scientific, technological, societal and environmental issues in global context. The outcomes have been designed with a view to develop sensibilities towards nation building, namely, social cohesion, peace and harmony, responsibility and accountability, and ethical

values.

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 34

1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 34

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 22.79

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

2019-20	2018-19	2017-18	2016-17	2015-16
317	298	288	284	284

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.	
Response: 23.74	
1.2.1.1 How many new courses were introduced within the last five years.	
Response: 282	
1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.	
Response: 1188	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).	
Response: 100	
1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.	
Response: 34	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
Response:
The curricula of most of the programmes are essentially of interdisciplinary nature with a view to creating the contexts of Gender, Environment and Sustainability, Human Values and Professional Ethics. There are

courses on *Bharatiya Jnan Paramapara* (Indian Knowledge Tradition) and Environmental studies for all the students at U G level also. Especially the U.G. courses of 23 departments and also course of Political Science, Economic, Music-Vocal and Instrumental of the Humanities and the Oriental Studies are impregnated with issues and human values. The course contents include, gender issues, diasporic society, subaltern society, dalit society and transgender community. At P.G. level the Indian Theories and the texts of Indian intellectual tradition are prescribed in the courses of most of the programs in the faculties of Humanities, Oriental Studies, Management Studies, Science, Life Science, Technology, Engineering and Technology and Medical Science and Health. There are also courses in Humanities to discover the nation in Indian indigenous literature. In the course on *Journalism* students get a flavor of professional journalism and communication skills.

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 1

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 1

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 0.09

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	25	0	0

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 4.69

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 286

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni</p> <p>Response: E. None of the above</p>	
File Description	Document
Institutional data in prescribed format	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>Response: E. Feedback not collected</p>	
File Description	Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 2.09

2.1.1.1 Number of seats available year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3624	3010	2950	3174	2810

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 58.3

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
919	825	828	972	793

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The students enrolled in the university are of diverse socio- economic background majority especially from

rural areas. Under such conditions variations in the learning potentials of the students are bound to exist. The university identifies the slow and advanced learners and makes efforts to address their specific needs through various types of assessment. They are identified through marks scored in previous university examinations, marks scored in class tests and their participation in the class-room discussion, field work, research work and co-curricular activities. In *Garbhastha parampara* mentors, assigned to the students, also identify the pace of learning of their respective mentees.

The university also adopts appropriate strategies for the slow learners. For them extra classes are carried out now and then as per the requirement. The slow learners have an opportunity to get their doubts clarified. Students are welcome to meet the faculty after class hours and discuss the course material with them. They have the advantage of tutorial classes where they get the individualized attention. The basic instructions and concepts are repeated time and again by the faculty during the class hours. Notes, assignments, presentations etc. are also provided to such students by the faculty.

Advance learners are given additional classroom responsibilities. They are encouraged to conduct classroom workshops and seminars. Class presentations (using-LCD projector) are widely used for giving opportunities to the advanced learners to use their skills and knowledge. In addition, dissertation work, and study tours provide opportunities to such students to deal with more complex and challenging problems and display their knowledge and skills. Advanced learners at the post graduate level are helped by creating opportunities for them to participate in seminars and collaborative and innovative programmes.

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 39:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The curricula of all the programmes have been designed keeping in mind student centric approach. Classroom activities are based on the interactive method like group discussion, seminar presentation, workshop, role plays for acquiring practical and values of social work. Sharing Experiences by alumni, participation in cultural activity, use of ICT are promoted. Field visit has been one of the major features for the students. The broad aim of teaching – learning is to broaden the mental horizon of the students and increase their knowledge base so that they become conceptually clear and be able to apply that knowledge for the solution of within and without. To ensure that the students are conceptually sound and able to apply the concepts in the practical situations the university has adopted various methods of experiential and participative learning and has been using problem solving methodologies for enhancing learning experiences.

Experiential learning The Lab work is designed/assigned in such a way so as to give opportunity to the students for experiential learning. Internships/field training are integrated into the programme structure of both UG and PG programmes, wherever applicable. Presentations by the students are required in each of the courses as the same are the parts of marks to be awarded for internal assessment. Through such presentations, the students have experiential learning. Experts from industry share their experience with the students which prepares them for the real time job scenario. They are also taken to field/industry visits and study tours in India. It exposes them to the world of practical knowledge to hone their skills and abilities. Ph.D. students are assigned classes, normally 4-6 hours per week, which enhances their experiential learning. The students take active part in organizing various extra and co-curricular events which help them develop their skills. Special programmes on Women's Day, Republic Day, International Yoga Day, Independence Day, etc. are also conducted by them.

Participative learning Students undertake group activities such as project assignments, case-study analysis which lead to participative learning. The learning outcomes of these activities are discussed and shared with the entire class. Through group discussions/seminars also, the students learn in participative manner. Students get involved in organization of seminars/workshops/conferences and various other programmes. There is provision of involving the students in various bodies including NSS, NCC through which the participative learning of the students is enriched. Students are encouraged to participate in inter-university, technical, sports and various other competitions. Students participate in various outreach programmes, social and extension activities.

Problem solving methodologies Along with the classroom teaching and laboratory- experiment- based learning, students are also involved in projects which help enhance the real-life problem-solving abilities of the students.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

In Gurukula Kangri, teachers use ICT enabled tools including online resources for effective teaching and learning process. Each faculty member has been provided with a computer and internet facility and the university motivates the teachers to use ICT – enabled tools including online resources for effective teaching and learning processes. General ICT Tools used by the teachers are: Desktop and laptops, Projector, Digital cameras, Microphones, interactive white board, smart class room tools. Teachers also use Online resources available on NPTEL, you-tube along-with Google classroom and Microsoft Teams LMS. Use of TV, P A System and rostrum, power-point preparations and LCD projectors, e-mails for communication is a regular feature. There are 738 computers used for academic purpose.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 35:1

2.3.3.1 Number of mentors

Response: 175	
File Description	Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 79.1	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years				
Response: 82.45				
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years				
2019-20	2018-19	2017-18	2016-17	2015-16
125	128	116	122	125
File Description	Document			
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document			

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)	
Response: 18.01	
2.4.3.1 Total experience of full-time teachers	
Response: 2810	

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 9.36

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	3	5	2

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 42.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
32	46	29	29	75

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

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

Response:

The university has a centralized examination system, besides Internal assessment. Examination procedure is reviewed by the Academic Council of the university. All courses have continuous internal assessment with multiple assignments and tests to be given to students. This ensures that students remain engaged with the course over its entire duration. Internal assessment follows the modern practice of permitting each faculty to set his/her own paper and conduct the exam, and carry out the assessment him/herself. Considerable innovation is possible in this model. The evaluated answer sheets of tests are shown to the students and answers to the questions are discussed in the classroom.

With the introduction of information technology into the examination mechanism of the university, efficiency has been enhanced by automating activities, which were initially conducted manually. IT application is found at every step in the University for smooth management of examinations to usher greater efficiency, transparency and reliability:

- Online registration by the student for the examination.
- Online payment facility for admission fee, exam fee, attestation/ verification of mark sheets, degrees and transcripts via a secured payment gateway.
- Online publishing of tentative examination schedule and final examination schedule in consultation with the faculty and departments.
- Admit card is generated online with all the details of the student and courses for which the student has registered and verified by HoDs/Deans/Coordinators.
- Each concerned faculty member acquires login/password to enable online submission of marks of practical, dissertation and internal assessment. The entries on the system are cross verified by the submission of the hard copy signed by the faculty member.
- Paper setters can submit the question paper online
- Examiners of the question paper post the marks online through internal portal as the evaluation system is centralized

- Tabulation sheets of the result are generated automatically and the result is available online for the convenience of the students.
- Online pre-Ph D submission presentation, evaluation and viva-voce examination

In order to enhance the quality of research, the university has implemented plagiarism software. The Scholar's two copies of thesis are sent for evaluation. Within a period of six months, it is mandatory practice to get the Ph. D. viva voce examination of the scholar conducted. This avoids unnecessary delay.

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

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

As part of quality initiatives, the University formulated the Programme Outcomes, Programme Specific Outcomes and Course Outcomes for all programmes offered by various faculties. These outcomes as stated were incorporated in the prescribed curricula of the concerned courses. These Programmes outcomes, programme specific outcomes and course outcomes for all programmes offered by the university are listed on the University website. Each "Programme outcomes, Specific Programme outcomes and Course outcomes" were designed to inculcate following attributes in our graduates: Personal, Intellectual, Professional, Social & Cultural. The university, as usual, has given highest priority to students' academic performance and their life skill development so as to help them become responsible citizen and successful entrepreneur and confident professional in the knowledge economy of the world.

All the programmes have had very good response. The University is confident to further raise admission figure in future from existing programs and through introduction of new programs. It opened examination centres for admission at strategic locations like Lucknow, Delhi, Chandigarh, Dehradun. The university received overwhelming support from print and electronic media in publicising prominently all the events that are organised by university at campus & all matters related to university. The university has utilised extensively the power of Digital media and Social media to reach out to the students of the country.

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

Response:

The focus of the University is on inter-disciplinary and transdisciplinary approach leading to critical and collective understanding of scientific, technological, societal and environmental issues in global context. The outcomes have been designed with a view to develop sensibilities towards nation-building, namely, social cohesion, peace and harmony, peaceful co-existence, responsibility and accountability, and ethical values. The attainment of Programme outcomes, Programme Specific Outcomes and Course outcomes are evaluated by the University in various ways:

The role of the BOS is to formulate curricula, courses and programmes and evaluate and revise them on a regular basis. The research students are evaluated regularly through presentations and internal tests.

Attainment of programme outcomes, specific outcomes and course outcomes are evaluated in the form of formative and summative assessments. A series of evaluative methods, both internal and external, are employed wherein each course is assessed with internal assessment of 30 marks (30%) and external assessment of 70 marks (70%). The internal component comprises test(s), assignments/presentations, and attendance. Assessment related to practicals/lab work comprises internal as well as external evaluation.

Ph.D. theses are evaluated by two external examiners. The analysis is carried out both at department level in the form of “Academic Audit” by two external experts as well as at faculty level for taking necessary steps to ensure the outcomes.

Placements of Ph.D. students in Post-doctoral programmes or in good jobs, and the PG students in PhD programs or in good jobs and the Professional courses students (Management, B Tech, B Pharma, MCA) in industries and private companies are monitored by the university (COAC) since such placements are reflective of attainment of program outcomes.

30-40% of the pass outs of the university are enrolled in Ph.D. programmes. The students of Yogic Science and Physical Education always are in demands. The most important programmes outcome in such cases is knowledge creation and transfer of knowledge as demonstrated by publications in books and journals.

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 86.11

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1587

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 1843

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document

2.7 Student Satisfaction Survey

<p>2.7.1 Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.06</p>	
File Description	Document
Upload database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

The research facilities have been updated at varying intervals in the Departments of the university. Research policy has been accepted in principle and framed, which will be approved in the next meeting of the Board of Management.

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 0.27

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	0	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 84

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
17	22	19	12	14

File Description	Document
Institutional data in prescribed format	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 0**3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.****File Description****Document**

Institutional data in prescribed format

[View Document](#)**3.2 Resource Mobilization for Research****3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).****Response: 0****3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).****Response: 21****3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
7	5	3	3	3

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

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

Response: 0.31

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 11

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 175

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document

3.3 Innovation Ecosystem

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

Response:

The university has established a non-profit center for Innovation and incubation to oversee all activities pertaining to research and know how opportunities can be created for translating research in the contemporary context of industry, society and nation.

Human Resource Development

At the entry level, the university recruits meritorious, dynamic and enterprising young faculty through an elaborate selection process that involves careful scrutiny of applications, testing of knowledge and teaching skills through seminars and selection interviews. The annual performance appraisal system encourages faculty to enhance their teaching, research and administrative skills, as well as social services to the desired level of promotion. Faculty members are encouraged to undergo professional development programmes and organize and participate in Conferences, Seminars and Workshops. Leave is granted and financial support is provided to participate in India and abroad. Teaching and non-teaching staff are encouraged to enhance their qualifications and pursue part-time PhD programs. Faculty members are encouraged to guide research. A good number of students have registered for Ph D

programmes and the number is increasing every year. The university has a Research Board, the main objective of which is to promote research. Young faculty across the university are encouraged to do research in multi-disciplinary and inter disciplinary areas. There has been made a policy for university innovative projects to be undertaken by Young Faculty members.

Research infrastructure

Research infrastructure has been created, through sources that include, MHRD, UGC, DST, UCOST, AICTE etc. Seed funding is provided to pursue specific research programs. Central facilities and Research Laboratories have been established that are accessible to all. It is ensured that they are optimally utilized. The university has developed many research labs.

Interactive opportunities

- The multi-disciplinary, inter-disciplinary and trans-disciplinary focus on research makes this university unique.
- Innovative methods for use of ICT technologies

Some other initiatives include:

1. Visits to industries.
2. Organization of Techfest to foster creativity and innovation along with other creative art contests.
3. Haridwar Literature festival to create a common forum for students, teachers and artists and writers
4. Project work for PG students.
5. Exhibition of Models and Innovative ideas of students.

Protection and Dissemination of Knowledge

1. Intellectual Property Rights (IPR) cell established by the University regularly conducts awareness programmes for faculty members, research scholars and PG students of the University on various issues related to intellectual property protection through patents, copyrights, trademarks and other forms.
2. The University has Herbal Garden/Botanical Garden where the students and research scholars get experimental learning opportunities about the various medicinal plants and herbs as research source material/s.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 34

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	8	4	3	8

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 3

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	1	0	0

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: B. 3 of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function
2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: E. None of the above

File Description	Document
Institutional data in prescribed format	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 2

3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 2.63

3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 324

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 123

File Description	Document
Institutional data in prescribed format	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 2.2

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
76	65	78	67	43

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 1.27**3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
54	48	45	18	25

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.4.7 E-content is developed by teachers :**

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Response: D. Any 2 of the above**File Description****Document**

Institutional data in prescribed format

[View Document](#)

Give links or upload document of e-content developed

[View Document](#)

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**Response:** 6.6**3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response:** 24**3.5 Consultancy****3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.****Response:**

The university promotes the consultancy works permitting to take the works directly by teachers and the remuneration/honorarium for the professional services rendered is credited directly to the teachers. Of the consultancy charge /honorarium so levied, 80% go to the concerned teacher, 20% is to be remitted to University Fund. The teacher can use the facilities of the University for the purpose of successful completion of the work.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**Response:** 0.7**3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0.7	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

The focus of the university is to create a cultured society rather than a qualified society by transforming the lives of the people. The university is committed to achieve this objective by way of various schemes and programmes conducted by different departments/offices. The university has promoted the engagement of faculty and students with neighborhood community for their holistic and sustained development through various activities.

The university regularly conducted various extension activities on the campus and in the neighborhood community. The university departments organized programs for children and students. The department of physical education organized sports, games and camps for children and students; the department of Physics organized science quiz for school children; the faculty of Management holds quiz competitions for school children, the Faculty of Engineering and Technology organizes Jnanagni to sharpen the talent of students who were invited from different states of the country; similarly, Yoga camps were organized by the department of Yoga for students.

In order to maintain cleanliness in and around the Campus and to create awareness about the role of clean environment in human health, voluntary activities were organized by students under the National Swachh Bharat Abhiyan. Various programmes like Blood Donation Camps, Health Checkup Camps, Awareness among masses for prevention from HIV/AIDS, Dental Checkup Camps were organized to sensitize people on health issues.

The National Service Scheme co-ordinated the activities of four NSS units functioning in the university. These units together have a volunteer strength of more than 300. In addition to the regular activities aimed at student involvement in nation building, the NSS units conducted special camps at remote and undeveloped rural areas getting directly involved in manifold social activities like community construction works, awareness classes on environment protection, social evils etc., health camps, women and child development programmes, spreading of socially relevant messages through the medium of art.

Promotion of the social welfare schemes of the Government like Beti Bachao- Beti Padhao, Swachh Bharat Abhiyan, Run for Unity, Go Green Day, were carried out under outreach programmes of the University. Awareness programme regarding Human Rights, Traffic Rules, Digital India, Women Empowerment, Tree Plantation, Youth Leadership etc were organized by NSS.

The students of the university were encouraged to visit Vanaprastha Ashrama (Old Age Home) and interact with the inhabitants to fill their emotional vacuum. At varying intervals, the students were engaged to teach in Vidyalaya section on the campus of the university. This Drive gave them a joy of discovery. Students also participated in the activities organized by the Jagriti All India Conference (women organization) and also to provide basic infrastructure wherever possible and necessary.

Every department of the university constantly motivated its students to take up various activities relating to extension and social responsibilities, thus help in- developing sensitivities towards community issues, inculcating values and commitment to society and country.

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

Response: 1

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

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

Response: 38

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	10	13	5	5

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 12.71

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
300	756	1198	578	650

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 4.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	9	7	3	3

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

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

Response: 62

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	13	13	11	9

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The university campus is spread over an area of 204.948 acres with a built-up area of 75885.71 sq. meters. The well-focused street lights, high-powered LED lights and mercury lamps cover the roads and university streets lit the campus. The impressive architecture matched with the green cover creates an aesthetic and alluring platform of magnificent academic environment.

The main campus has 10 teaching blocks and other independent buildings which accommodate 29 Teaching Departments and other research centers.

The class rooms/laboratories/seminar halls and meeting rooms of Departments/Centres are sufficient in numbers and are well equipped. Total number of classrooms and seminar halls in all the campuses are 104 out of which 95 are enabled with ICT facilities like LCDs, Smart Boards, LAN, Wi-Fi etc. to provide comfortable teaching atmosphere. These technology-laden classrooms empower both teachers and students to explore their understanding further. The replacement of traditional classrooms with smart classrooms equipped with e-podiums, interactive panels, and latest audio-visual aids are enhancing the teaching leaning activities.

Total numbers of computers in the university are 738 specifically for the academic purpose. Sufficient number of printers, scanners and photocopiers are available for the educational use in the teaching departments.

Masters and Ph.D. students have access to specialized advance research laboratories in their respective departments. The university also has archeological museum accessible to both students and faculty. The central computing facilities are maintained by computer centre. All the departments are equipped with lap tops/desk tops, and wi-fi facilities. Many departments have departmental library.

The main library of the university is fully automated. Besides maintaining a collection of print materials, the university library system also maintains a collection of e-resources on CDs. The library has a library committee which consists of the heads of the departments. All decisions related to the utilization of funds for the purchase of the books / journals and e-resources from the library grants are taken by the concerned department. Students and staff avail themselves of the benefits of free internet access, computerized browsing and lending facility.

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

Response:

The university has created excellent infrastructure for harnessing the potential of the youth and promoting

students' interest in sports. Stadium of the university (covering 30375 sqm of land) is the nodal centre for games and sports.

The university has Grassy Cricket Ground, Football Ground, Hockey Ground, Volley Ball Courts with flood lights, Badminton Courts with flood lights, Gymnasium Hall including Gym facility, Basket Ball Courts, Lawn Tennis Court with flood lights, Table Tennis Hall, Weight Lifting Platform, Judo Hall with 2 sets of mats, Squash Court. The indoor and outdoor game and tournaments are organized throughout the year. The Cricket Team, Foot Ball Team, Hockey Team, Lawn Tennis Team and Volleyball team regularly participate in tournaments and inter-university tournaments. The university also conducts interdepartmental/open matches for the students, faculty, staff, spouses and their children.

Cultural activities are the intrinsic part of the University life, which provides the platform for enhancing the creativity, personality, world view of the students and retaining the national and regional cultural legacy. The University has a majestic fully air-conditioned university Auditorium with a seating capacity of 1000 and equipped with all modern gadgetry and amenities. These facilities provide an admirable dais to the students for showcasing their talent for cultural and literary events.

The office of the Dean, Cultural affairs organizes activities related to dance, music, theatre, fine arts, yoga and photography. The students are given platforms to organize Jnanagni and Haridwar Literature festival annually to enhance their abilities in different aspects, contemporary issues, aesthetic taste, and much more. Jnanagni is organized by the students of B Tech and Haridwar Literature festival by all the students of the university in general. The participants are students from the neighboring colleges and universities. They also invite writers and artists from all over the country to address the contemporary social and cultural issues. Cultural festivals, including annual Cultural function, Techfest are regularly organized by the Departments and the university at varying intervals to develop multi-dimensional personality of students.

A magnificent 'Yajnasala' with serene aura offers a platform to inculcate high values, through yajna. There is also a Veda Mandir in which chanting slokas and the aesthetics of Veda inculcate values in the minds of the students and the campus community. Similarly, for yoga practice there is a big hall on the campus.

4.1.3 Availability of general campus facilities and overall ambience

Response:

The main campus has 75885.71 of built-up area with faculty-wise academic blocks, workshops, laboratories, faculty rooms, auditorium, seminar halls, and computer labs with latest computing facilities, well equipped library, canteen, sports and recreation facilities. There are 09 faculties 23 Deptt. and 01 Shradhanand Vedic Shodh Sansthan.

In the University Library, Troodon - An Integrated Library Management System is being used to perform all types of library functions which include: Book Acquisition, Cataloguing of Books Circulation of Books, Web-based search interface for users - OPAC (Online Public Access Catalog), Using OPAC, users can search the Library Online Catalogue by Author, Title, Subject, and keywords., Users can know the latest additions of periodicals and books and the status of a document (whether on shelf or on issue), OPAC is

accessible on the Web. Barcode is used tag all the books and this module is integrated with Troodon.

The Computer Centre oversees the design and maintenance of the ICT infrastructure in the university. It designs and maintains network comprising of wired nodes, Wi-Fi accounts on the campus. The university has IT policy appropriate budgetary provisions and updates its IT facilities including the Wi-Fi facility.

There is one company of NCC consisting of 03 platoons and 04 NSS units for students which facilitate the students to participate at local and national levels.

The university has officially recognized and registered Alumni Association. The alumni association has continued to support the institution. During the last 5 years, the Alumni Association has helped in its outreach and fundraising efforts by helping connect better with alumni and industry representatives and publicizing various funding opportunities.

Stadium of the university is the nodal center for games and sports. It offers various facilities for many outdoor and indoor games and has a well-equipped Gymnasium. Other features include periodic coaching classes in sports and athletics. There is an auditorium for organizing different cultural activities. For practicing Yoga there is Yoga Hall. The university has a well furnished Guest House consisting of 31 rooms and a meeting hall.

The university is being widely recognized as an institution devoted to quality research and teaching.

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 39.33

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
28.66417	1542.50817	193.00582	90.37876	613.78938

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

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

Response:

The main library of the University is located on the main campus. Besides maintaining a collection of print materials, the university library system also maintains a collection of e-resources. The e-learning resources are handled centrally here housed in an air conditioned spacious premises covering an area of 18,787 Square feet.

The library has a library committee which consists of the heads of the departments of the campus. All decisions related to the utilization of funds for the purchase of the books / journals and e-resources from the library grants are taken by the concerned department. The committee monitors the purchase of latest edition of books, distribution of funds, selection of journals etc. Students and staff avail themselves of the benefits of free internet access, computerized browsing and lending facility.

The University library is fully automated using Troodon - An Integrated Library Management System. It is being used to perform all types of library functions:

- Book Acquisition
- Cataloguing of Books Circulation of Books
- Web-based search interface for users - OPAC (Online Public Access Catalog)
- Using OPAC, users can search the Library Online Catalogue by Author, Title, Subject, and keywords.
- Users can know the latest additions of periodicals and books and the status of a document (whether on shelf or on issue).

OPAC is accessible on the Web. All books have barcode.

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 35.22

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
51.37473	37.70056	44.99424	35.92592	6.0959

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 1.63

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 102

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 91.35

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 95

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

The university has IT policy, appropriate budgetary provisions and updates its IT facilities including the Wi-Fi facility. Computer Centre was established in 1984 with the help of the UGC grants. The main objective of Computer Centre is to act as the nodal center for all the information technology resources of the university. It oversees the design and maintenance of the ICT infrastructure at the university. It designs and maintains network comprising of wired nodes, Wi-Fi accounts on the campus.

Computer purchase made by the individual departments/projects make sure that such computer systems have all licensed software (operating system, antivirus software and necessary application software) installed.

Respecting the anti-piracy laws of the country, university IT policy does not allow any pirated/unauthorized software installation on the university owned computers and the computers connected to the university campus network. In case of any such instances, university will hold the department/individual personally responsible for any pirated software installed on the computers located in their department/individuals' rooms.

Network connectivity provided through the university is governed under the University IT Policy. The Network Operations Centre (NOC) is responsible for the ongoing maintenance and support of the Network, exclusive of local applications. Problems within the University's network should be reported to NOC.

In an effort to increase the efficient distribution of critical information to all faculty, staff and students, and the administrators, it is recommended to utilize the university's e-mail services, for formal university communication and for academic & other official purposes. E-mail for formal communications will facilitate the delivery of messages and documents to distinct user groups and individuals. Formal university communications are official notices from the university to faculty, staff and students. These communications may include administrative content, policy messages, general university messages, official announcements, etc.

Users may be aware that by using the email facility, the users are agreeing to abide by the following policies:

1. the facility should be used primarily for academic and official purposes and to a limited extent for personal purposes.
2. User should not share his/her email account with others, as the individual account holder is personally held accountable, in case of any misuse of that email account.
3. User should refrain from intercepting, or trying to break into others email accounts, as it is infringing the privacy of other users.
4. Impersonating email account of others will be taken as a serious offence under the university IT security policy.

The University has campus network and Wi-Fi facility with NKN 1 Gbps connectivity. Old and outdated computers are upgraded periodically. They are either replaced or enhanced with respect to configuration. Additional computing facilities are added based on the need arising out of requirements of students, research scholars and faculty.

4.3.3 Student - Computer ratio (Data for the latest completed academic year)

Response: 8:1

File Description	Document
Upload any additional information	View Document

4.3.4 Available bandwidth of internet connection in the Institution (Leased line)**Response:** B. 500 MBPS - 1 GBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: E. None of the above

File Description	Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years****Response:** 43.84**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
691.37	480.01	603.03	552.23	411.77

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

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

Response:

The University keeps high values to infrastructural aspects in terms of its maintenance and utilization. Periodic and preventive maintenance of campus is looked after by the Estate department of the university.

Housekeeping: Housekeeping of buildings, classrooms, laboratories, library, sports complex, roads, footpaths, clearing of grass and vegetation are outsourced by engaging employees. The agency is responsible for localized management of rodent, insect, termite, pest, mosquito, fungus control, clearing stagnate water, parking, open drains etc.

Electricity Services: Round the clock electricity facilities are ensured for the lab and study activities. This is primarily looked after by the trained electricians and engineers of the university, assisted by skilled outsourced workers.

Public Health: Under the public health service, the maintenance service is assigned to employees, employed through outsourced agency and their key roles include; repairing maintenance of public health, sanitation, fitting, water cooler, water purifiers, geysers, blockage and leakages, clearing, overhead roof tanks and drains.

Civil Maintenance: Civil maintenance works of buildings, hostels and residential complexes are being done by the Estate Department of the University. The department engages substantial number of masons, builders and whitewashers often through the tender.

Horticulture Services: The horticulture department maintains all types of trees, plants, hedges, flower pots including land scaping works and the job is done through sufficient number of gardeners.

Security Services: With the help of outsourced guards, security services are maintained by the Security officer of the university. With cameras regular surveillance is maintained.

Computers and other IT equipment: Maintenance of IT infrastructure takes place through executing AMCs or on call basis

Utilization: The University endeavors to ensure optimal utilization of its physical facilities i.e., classrooms, language, computer labs and sports. Scientific equipment is accessible to all the departments for use. Some facilities like library, sports, auditorium, conference halls, sports complex, are also available beyond working hours on holidays also. Apart from bonafide students of the university, the scholars from other universities/research institutes, and the wards of university employees also use the service. Labs are utilized by the department(s) and the HoDs of the concerned department is responsible for the optimal use of the labs. Computing facilities are catered by Computer Centre. The centre ensures the best use of the computing facility by setting up the guidelines. The Director of Physical Education guides the utilization of sport facilities. In toto, the physical and other support facilities are maintained and utilized up to its optimal level.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 0.31

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) year wise during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

2019-20	2018-19	2017-18	2016-17	2015-16
13	20	21	20	13

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 1.66

5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
207	123	49	70	30

File Description	Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: B. 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

Response: B. 3 of the above

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 100

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
109	70	50	29	6

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
109	70	50	29	6

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of placement of outgoing students during the last five years**Response:** 8.02**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
137	135	133	118	142

File Description	Document
Institutional data in prescribed format	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).**Response:** 3.72**5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 72

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.3 Student Participation and Activities

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

Response: 8

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	3	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

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

Response:

Students are the main stakeholders in University system and the ability to see the situation from the perspective of a students and of a learner, their participation in university governance is the key factor in making the functioning and decision-making more transparent. At the same time, student's involvement in governance is also essential in preparing them to be active citizens in democratic societies Gurukula Kangri is committed to give legitimate voice to the students in its various decision-making bodies for improving its governance structure.

For ensuring continuous improvement in the entire operations of the institution, and assuring all the stakeholders connected with higher education, the university has Internal Quality Assurance Cell (IQAC) which has provision of nomination of two students for two years in its decision-making body.

Dean of Student Welfare (DSW) office is a student care and supervision center that serves as a liaison between students and administration.

There are various bodies of the university which provides an opportunity to the students to devote part of their time to the service of humanity like National Service Scheme. The advisory committee of NSS is its supreme decision making body and best volunteers are nominated each year in this body. Thus, the students have adequate representation in the decision making bodies and they actively participate in the academic and administrative decision making process.

The university provides a platform for students to make management a part of their daily lives and practice leadership. The students through the platform organizes and participates in sports & games, in social & cultural events, and are given avenues to hone and exhibit their creative skills in fields as diverse as sketching and public speaking. Students also organize Haridwar Literature festival, Jnyanagni and Freshers' party.

Gurukula Kangri education and administrative system, is very liberal and considerate to consider the suggestions, demands and actions of the students. Unlike the modern system of council, even a single voice is given due weightage by the administration. As a result, the activities and opinions of the students in every unit of the university are seriously responded at varying intervals. Due to the democratic discharge of the duties in the university, the students feel free to meet and share their views with teachers and officers of the university. In 2019, the research students requested to give them opportunity of remunerative teaching and the institution sympathetically considering their request helped them by inducting them in the teaching.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 6.2

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
5	6	8	8	4

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.4 Alumni Engagement

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

Response:

Gurukula Kangri has officially recognized registered Alumni Association. The alumni association has continued to support the institution. During the last 5 years, the Alumni Association has helped in its outreach and fundraising efforts by helping connect better with alumni and industry representatives and publicizing various funding opportunities. Several ways in which the Alumni Associations have helped include the following:

- Members of the association abroad have helped students travelling to international conferences by hosting them in their residences and providing local support.
- It has helped organize meetings with academic and corporate leaders in universities and
- Alumni have also been supporting various departments by working on their advisory committees
- In order to strengthen the objectives and philosophy of the university, the value oriented lectures were conducted at varying intervals.
- It has helped publicize activities and fundraising opportunities, and helped connect with leading executives in various organization

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: E. <5 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

Reviving the ancient education of Bramacharya (Continnence), rejuvenating and resuscitating ancient Indian philosophy and literature, conducting researches into the Indian and the Western activities, synthesizing Indian indigenous tradition with whatever the best and assailable in occidental thought for producing good citizens possessed of a culture compound of the loftiest elements of the two civilizations.

Mission

- Creating a synthesis of Indian Intellectual tradition with the best of the modern education of Science & Technology, Management and such other programmes.
- Inculcating national spirit and respect for Indian culture among the students in order to contribute to society and the nation building.
- Focusing on personality of the students to be developed by value based education.
- Enriching and empowering all the beneficiaries through participative, positive, harmonious teaching learning programmes .
- Developing inter-linkages across teaching, research and extension.
- Making students employable by imparting holistic education and developing communicative skills.

The University has come a long way since its inception in 1902 and what was envisioned as an institution, primarily dedicated to the synthesis of Indian Intellectual tradition with the best of the modern education of Science & Technology, Management and such other programmes. The university seeks to ensure equity, access and quality in learning experience and role of teachers at paramount to be instrumental in achieving the intended success.

The university endeavors to provide good governance and leadership with intellectual honesty by optimally utilizing its resources to stand with sustaining principles of ethical standards, mutual respect, student-centric interdisciplinary, multidisciplinary, collaborative and innovative environment and responsiveness to the society through community care and outreach services. Highly qualified and competent leaders at different levels of the University in the light of a well-defined system and organizational structure consistent with the MOA and rules of the university improve the academic and administrative effectiveness. The involvement of leadership entails the following:

The Chancellor of the university is the first officer of the university, He appoints the Vice-Chancellor.

The Vice-Chancellor, as a whole time Principal Executive and Academic Officer of the university, translates the decisions of all the university authorities into action, and facilitates interactive and participative teaching learning in a very congenial and harmonious academic environment to induce the culture of excellence.

The Registrar is the Chief Administrative Officer of the university.

The Dean, Academic Affairs oversees the academic matters of the university.

The Dean Research oversees the research matters of the university.

The Deans of Faculties, Heads of the Departments and other officers of the University- Proctor, Dean of Students Welfare, the Librarian and Controller of Examinations - also provide leadership and discharge important responsibilities in their respective areas. It is ensured that the action plans are specifically aligned to the vision and mission statements.

Governance at the institution is in tune with the above vision and mission. The leadership constantly encourages faculty members to excel in all the following aspects: teaching, research and innovation. The leadership has designed reward structures that recognize faculty members who achieve excellence in the above areas.

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

Response:

The university follows decentralized and participative management approach in all academic and administrative activities, initiatives and decision making by involving Deans, Heads of Departments and faculty members at all levels.

The constitutions of various statutory bodies speak evidently of the participative nature of management even at the highest levels. The system provides for continuous involvement of all-important functionaries and the faculty in decision-making and policy formulation, as also in the formulation of academic, research, and extension programmes.

At the university level, faculty representation in all-important decision-making bodies –Board of Management (BOM), and Academic Council – are provided by seniority. In addition, different committees are constituted by the Vice-Chancellor from time to time to guide and administer the university functioning both at the academic and administrative levels. At the departmental level, faculty is actively involved in decision-making of the Boards of Studies and Departmental Committees. These various committees review the progress in various functions and accordingly take necessary timely action for ensuring excellence in respective areas.

Thus, all the suggestions made by even individual faculty members are discussed in detail. Several suggestions were also implemented. Even within the central administration, a decentralized and participative management structure is followed. Most decisions were implemented after meetings between the Vice Chancellor, the Deans and the Heads.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

To achieve its vision and mission, the university is committed to:

Provide intellectually inspiring, academically challenging and supportive environment

Provide a comprehensive education, benchmarked against the highest global standards

Engage in innovative, high-impact and leading-edge research within and across disciplines

Produce graduates of distinction committed to academic/professional excellence and lifelong learning

Act in partnership with the community over the generation, dissemination and application of knowledge

Act as a gateway and forum for scholarship with rest of the world.

Since teaching, research and innovation are the key strategic goals of the university, the following strategic actions were taken:

M. P. Ed. Programme was introduced in 2017 in the department of physical education.

D. Pharma programme was started in the year 2018.

Research programme was introduced in 2019 in UG departments and the qualified faculty has been allowed to supervise research for the teachers of B. Tech and B. Pharm.

An independent building of the Department of Physical Education was constructed.

An Independent academic block for BA classes is under construction.

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

Response:

In the university, any policy matter is decided at the level of Vice-Chancellor/ Board of Management / Academic Council/ Finance Committee of the Institution. Decision on any matter/ issue is taken in accordance with the provisions of the MOA/ Rules & Regulations/Policies, etc. of the institution/Instructions received from MHRD/UGC and the decisions taken by Board of Management (BOM)/Academic Council/ Finance Committee from time to time and procedures/practices of the institution.

The university is managed through a Board of Management headed by the Vice-chancellor. It performs its academic and administrative responsibilities independently. The Vice-Chancellor is the chief executive

and academic officer and shall be responsible for the administration of the university. The Registrar is the ex-officio Secretary of the various authorities, recorder of the university, custodian of seal. The composition of various authorities is described in the MOA.

The administration of the university consists of various Sections / Cells which are normally headed by a Section Officer or equivalent Officer who is a Group 'B' Officer. The Section Officer performs the duty of a supervisor and manages the affairs of the Section. He is assisted by the Assistants, Upper Division Clerk, Lower Division Clerk as is posted as per administrative requirement, workload, availability of staff, etc. The Sections under the central administration report to the concerned Deputy Registrar/Assistant Registrar who, in turn, report to the Registrar/ Finance Officer/ Controller of Examinations/ Vice-Chancellor as per administrative requirement. The Sections in the Faculties/Departments report to the concerned Administrative Officer or the Head of the Department as the case may be.

For smooth conduct of academic activities in the Department, the concerned head of the Department and Dean of the faculties may take necessary decision in conformity with the Act, Statutes, Ordinances, etc. of the university.

The university has adopted the CCA(CCA)rules, Conduct rules and reservation norms. The recruitment of the staff is being made in accordance with the provisions of the MOA/ Rules & Regulations/Policies, etc. of the university/Instructions received from MHRD/UGC.

The following example demonstrates the effectiveness of various bodies/committees. A Committee was constituted by the Vice-chancellor to introduce Ph. D. program in UG departments like B Tech of the institution. The committee recommended that the institution should permit the faculty of UG department to supervise Ph. D. The committee recommended that the faculties were qualified and the departments had adequate research facilities. This issue was put up for discussion in the Academic council. Based on the suggestions made in the Academic council, the recommendations were again discussed in the meeting of BOM. The BOM finally recommended: "After deliberation, it was decided that the research programme should be introduced in UG departments and the qualified faculty should be allowed to supervise research." Based on this resolution, this program has been implemented in the institution.

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The University has a structured process for performance appraisal system for teaching and non-teaching staff.

Teaching Staff:

The faculty member is required to submit his/her Performance Based Appraisal System (PBAS) annually through proper channel to the Registrar office. At the time of promotion all the Performance Based Appraisal System (PBAS), of the faculty of that period are considered.

Non-Teaching Staff Group-B, C & MTS Staff Members:

Performance of staff members is assessed at departmental level through Annual Confidential Reports involving his/her reporting & reviewing officer. The Group- B, C and D (MTS) staff members are required to give their self-appraisal annually. The Reporting Officer assesses the performance of the staff member and award item-wise grades which will be reviewed by the reviewing officer and record his findings either agreeing or disagreeing with the Reporting Officer and modifying the Grades wherever necessary.

The University has the following welfare measures for its Staff Members:

- Medical reimbursement or an amount of Rs 30000 for teaching and non-teaching staff
- Athletic facilities which include indoor and outdoor games, gymnasium.
- PF fund which aids in the form of loan and grant for identified contingencies.
- Cash awards granted as incentives to encourage and motivate the Staff Members
- Loans are provided with easy instalments and lowest rate of interest, for purchase of sites,
- Provision of LTC
- GPF/CPF/NPS and pension schemes
- Financial support for Education purpose for the wards of the teaching and non-teaching staff till 12th class.
- Support for teaching staff for attending academic events.
- Six months Maternity Leave to female employees. ·

Child Care Leave to female employees for two surviving children upto the age of 18 years. .

Several other types of leaves such as Special Casual Leave, Medical Leave, Quarantine Leave, Half Pay Leave, etc. to meet exigencies and emergencies.

Residential accommodation

There are banks, and post-office facilities also for the convenience of the university community located on the campus.

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 9.26

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
13	30	10	15	0

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document
Link for Additional Information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 0.4

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	0	0

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 23.12

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
56	47	21	25	24

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The university gets budgetary grants from the UGC/MHRD which covers Salary and benefits of teaching and non-teaching staff, post-graduate (Master's and PhD) student scholarships, utilities such as electricity and water and repairs and maintenance of the campus. There sources required for carrying out cutting-edge research is generated by the faculty of the University through extramural research funding from various government and non-government agencies.

The University has a provision for giving Sponsored Schemes and Projects to young teachers. Shradhanand publication centre publishes the books written by teachers. Currently, the University has more than 11 research projects supported by agencies such as UCOST, DST, UGC, etc.

The university has set-up Consultancy rules for generating projects with industry and to provide a channel for faculty to offer consultancy services to other agencies. In addition, the university has setup

an Innovation and incubation centre which acts as an interface between the university faculty and the industry. As a result of these initiatives, the university is interacting with several multinational companies.

The university has set-up Alumni association which is managed by professionals. The Alumni Association aims to build a vibrant community of alumni, friends, partners and well-wishers who seek to support the Institute's mission.

Optimal Utilization of Resources

All the teaching departments and administrative units identify their annual financial requirements for maintenance of existing academic processes and physical infrastructure, development of new infrastructure, enhancement of facilities in laboratories, strengthening of information and knowledge delivery systems, enhancement of co-curricular, extra-curricular, sports and other student-centric activities, etc., and submit the same with justification to the university authorities for consideration. After taking into consideration the requirements of each department/office, budgetary provisions are judiciously made in the university budget with the approval of the statutory authorities. The purchases of higher prices are made through e-tendering in transparent manner. It is ensured that the university money may not be spent unnecessarily. The income and expenditure are duly pre-audited by the university and post audited by external audit. The utilization certificates relating to various grants are submitted to the concerned agencies after getting the same audited. The Annual Audit Report issued along with the Balance Sheet and Budget Estimates are put up to the Finance Committee, BOM of the university for consideration and approval.

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

Response: 23323.68

6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
4436.60	5316.06	5523.91	4175.35	3871.76

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Annual statements of accounts	View Document

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 0

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)**6.4.4 Institution conducts internal and external financial audits regularly****Response:**

The accounts of the university are audited regularly. For purchase of high-value sophisticated equipment, a purchase committee consisting of technical experts aided by administrative/financial support is constituted for each purchase. The entire process is monitored by appropriate authorities of the University.

External audit of the university is conducted by the Comptroller and Auditor General (CAG) of India through the office of Director General of Audit (Central). Action is taken on the observations contained in the audit report and reported Director General of Audit (Central).

6.5 Internal Quality Assurance System

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

Response:

The IQAC continuously works on all the quality evolving facets of the university. It has initiated Quality enhancement initiatives over the last five years. The recommendations of the Academic Audit Committees are compiled and analyzed by the IQAC to identify the deficit areas where the teaching, learning, and evaluation can be improved by creating quality consciousness in the minds of faculty members.

The IQAC learnt that most of the departments have already stated the Course objectives. However, the IQAC suggested that the Programme Outcomes, Programme Specific Outcomes and Course outcomes need to be stated/reviewed/revise and be got uploaded on the website of the university. Accordingly, a letter was written by the Director (IQAC) through the Registrar of the University to all the departments to review/revise the same and to get them uploaded on the website of the University. Several rounds of meetings were held at the Departmental levels also to review/revise/prepare the Programme Specific

Outcomes and then Course Outcomes of their respective Departments. Resultantly, the revised POs, PSOs and COs of various programmes are now available on the Website of the University.

The university strongly believes in intellectual honesty. The IQAC noted that the procedure of undergoing plagiarism check before submitting Ph.D. thesis by a candidate with certain limit for acceptability of the similarity index is already in vogue. However, the IQAC, in the emerging scenario, felt the need to have code of ethics for academic integrity and plagiarism in research and hence a committee was constituted to prepare a code to check the malpractices and plagiarism in research. The Committee, keeping in view the UGC regulations, formulated the code of ethics for academic integrity and plagiarism for staff, students, research scholars and administrators.

The university has been recognizing that research requires intellectual property protection through patents, copyrights, trademarks and other forms of IPR. The IQAC, realizing the importance of the intellectual property rights protection suggested that the university should frame its own IPR Policy to fulfill the commitment of the University to promote academic freedom and provide a conducive environment for research and development. As a result, IPR Policy was framed.

The Board of Studies (BOS) supports the functions of IQAC. It deals mainly with maintaining quality of the courses, course evaluation mechanisms etc. DRC and RDC ensure that the quality of PhD and other research degrees are maintained at a very high level.

Other initiatives are

- Courses based on knowledge Traditions and Practices of India
- Urkund software of plagiarism
- Best teacher and best employee award to be given annually
- It has been made mandatory for every faculty to submit at least one research project annually to a funding agency
- Training for non-teaching staff
- Soft skills for non-teaching staff

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: C. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

The post accreditation quality enhancement initiatives in the academic, research, governance and administrative domains successfully implemented during the last five years by the University include the following: ·

- Reformulation of Vision and Mission of the University. ·
- Formulation of the Core Values of the University. ·
- Implementation of e-governance in Planning & Development, Administration, Finance, Students admission & support, examinations. ·
- Encouragement for Financial Assistance through Research Projects and Consultancy ·
- Financial support to the teachers to attend international conferences abroad
- Participation in National Institutional Ranking Framework (NIRF)
- Academic Audit of the teaching Departments of the University and its analysis ·
- Entering into more MoUs with Industries and Other Universities/Organisations and to enhance Collaborative Research ·
- Strengthening the relationship between University and Alumni for the Holistic Growth of the University
- Framing Intellectual Property Right Policy
- Formulation of Programme Specific Outcomes and Course Outcomes by the Departments and Uploading the same on the Website of the University
- Provision to provide seed money to newly appointed teachers

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The university is specially focusing on providing the special facilities to the women. There are two separate campuses for Girl's students and female faculties. They are safe in the campuses. There are no harassment cases in past. There is grievance and disciplinary committee to look into such matters. Teachers are always counseling students when they face any problem.

Internal Complaint Committee: In pursuance of UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, Act 2013 read with Sexual Harassment of Women at workplace (Prevention, Prohibition and Redressal), Gurukula Kangri has constituted a committee to address such issues.

Special care is giving to the girl students. The faculty provide a sympathetic ear to their grievances, feelings and emotions. For safety and security of each individual in our campus, we have strong vigilance system via CCTV Camera and Security Guards. It helps in monitoring and keeping track of activities taking place in university premises. It helps to identify and capture any intruders or offenders.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system

- **Hazardous chemicals and radioactive waste management**

Response:

The university has a Solid Waste Management Initiative which provides an end-to-end solution to the waste generated at its campus through an environmentally sound processing and disposal technology. There is a bio-compost plant on the main campus. As a part of Green Computing, when desktops in labs are replaced with new desktops, old desktops are put to use for general administration purposes. The old desktops that no longer support the university's needs are sold to third parties for further use after refurbishing. The Chemical waste from the Chemistry lab is discharge to the soak pit.

The waste-to-energy concept would be promoted in order to process the organic waste generated to generate energy.

The scope of the above initiative includes:

- Supporting innovative ideas on the treatment and disposal of solid waste and waste water through long term research programs and conferences.
- Developing outreach programs through creation of resource and training material; impart training to various sections of the people by creating awareness on correct segregation and disposal methods and promote the concept of three R – Reduce, Recycle, Recover.
- Identifying the sources, creation of a database and disposal methods of all types of wastes including wet waste, dry waste (paper and allied), e-waste, garden waste, sanitary waste, biological waste, chemical waste and other hazardous wastes.

The solid waste management initiative would develop as a working example for adopting environmentally sound principles of managing all categories of wastes.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: E. None of the above

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**

3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The university provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities organized inside the university for both girls and boys promote harmony towards each other. Commemorative days like Women's day, Yoga day, Cancer day, AIDS along with many festivals are celebrated in the university. This establishes positive interaction among people of different racial and cultural backgrounds. There are different grievance redressal cells in the institute like Student grievance redressal cell, Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural background. University equipped with Arya Samaj ideology has code of ethics for students, teachers and other employees to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The university undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens. Constitution day was celebrated at the university campus.

Our constitution provides for human dignity, equality, Social justice, Human rights and freedom, Rule of law, equity and respect and superiority of constitution in the national life. A voter's pledge programme was organized (24th Jan) for students and faculties. Awareness procession was also organized in the university stadium in the second week of Jan 2019. Every year Republic day is Celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Similarly, constitution day also is celebrated on 26th Nov every year. Independence day is also celebrated every year to highlight struggle of freedom and importance of Indian constitution.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: D. 1 of the above

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The university organizes the national festivals such as Independence day, Republic Day. These are

celebrated with Flag Hoisting before the main building followed by various competitions for the students and sweet distribution. The university also celebrates the birth anniversaries of Mahatma Gandhi and other national leaders. National Unity Day is celebrated on the birth day of Sardar Ballabh Bhai Patel. The martyr day of Swami Shradhanand, the founder of the institution is also celebrated.

The Sanskrit department celebrates Sanskrit week annually by organizing debate competition in three languages (Hindi, Sanskrit and English). Swami Shradhanand week is a conspicuous feature of the university when National level events like hockey tournament are organized. Various cultural activities and seminars are also organized every year during this week.

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Practice – 1

Title of the Practice

Value based Inter-disciplinary Courses

Objectives of the Practice

Today the education system is defined in a highly commercialized technological sense, for being impregnated with target-oriented attitude, for having mercenary approach in life and for focusing on epicurean philosophy. As a result, society which was an institution, has crumbled down. Hence, now there is a demand of value education to strengthen the bond of society, to establish an interpersonal relationship, and to meet the global challenges. Undoubtedly the value education has become indispensable in the modern context where we are living like blind, melancholic individuals reposing our faith in fundamentalism, where there is no respect for fellow beings, no reverence for nature and no place for values. In this complex background, there is an urgent need to impart value education to the youth in the proper perspective especially based on the deep rooted Indian Vedic Value education system so that they are not misled. It is in this perspective that the institution has introduced the courses like Indian Aesthetics, Indian Knowledge Traditions, Dharma, Darshan Sanskriti, Vedic Maths, Vedic Management, Vedic Physics, performance of Daily Yajana that helps make you a better person socially, emotionally, psychologically and physically to face the global challenges.

The context

Indian tradition of imparting knowledge is known as Indian Knowledge Tradition which includes subjects like Indian Drama, Indian Music, Indian Aesthetics, Indian Literature, Indian History, Indian Philosophy, Vedic Maths, Vedic Management, Vedic Physics, Vedic Astronomy etc. At the spell of Western education in the country when these courses were thrown as redundant, the Vishwavidyalaya was established to bring India Renaissance. All these are value based courses to meet the global challenges.

The Practice

1. In most of the Departments of modern science and engineering, a course based on Vedic knowledge in tune with the concerned subject is being taught. For example, Vedic Physics in the Department of Physics, Vedic Mathematics in the Department of Mathematics, Vedic Chemistry in the Department of Chemistry, and Vedic Engineering in the Faculty of Engineering, such course is taught. These courses are taught in their basic forms, yet are very informative to the students to feel them proud that the knowledge in conceptual form concerning the above subjects existed in our Vedic Literature.
2. Courses on Dharma, Darshan and Sanskriti (Religion, Philosophy and Culture) Bhartiya Jnan Parampara are to all the UG students. The contents of the course include Human values, Indian Philosophy and Indian Culture based upon our ancient Vedic and Sanskrit literature. It helps the student become responsible citizen of the country

Evidence of Success

Students from all over the country take admission in the Vishwavidyalaya with varying behavioral aspects. Initially they feel uncomfortable with the courses which are impregnated with Vedic values but within a due course of time they realize their importance and their attitude to life becomes different. Now their approach becomes mercenary and starts reposing their faith in Indian social traditions and practices. After their studies when they join different institutions and organizations they accepted as better professionals and human beings.

Problems Encountered

When we thought of framing the syllabi of the Vedic content based courses of different disciplines, the basic challenge was to filter out Vedic literature based on the particular program and compiling that material in the form of the units of the syllabi of that program. But with the help of the Vedic scholars and Modern Scientists and Engineers we were able to overcome the difficulty.

Notes

The above practice is universal and may be adopted by any institution with no requirements of much infrastructure and resources.

Practice - 2

Title of the Practice

Performing Daily Yajna

Objectives of the Practice

Today the society has crumbled down due to a highly commercialized technological attitude to life. We have forgotten the message of *lokasangrah* (Welfare of society) and the message of *idam namam* (non attachment). Hence, now there is a need of values to strengthen the bond of society, to establish an interpersonal relationship. We are socially, emotionally, psychologically, physically sick. In this complex background, there is an urgent need to practice a system which can sensitize our young generation to

Society, Nature and Culture. It is in this perspective that the Vishwavidyalaya performs a daily Yajna that helps make a young student a better person socially, emotionally, psychologically, physically to face the global challenges.

The context

In spite of the fact that the whole globe has environmental problems, the young generation is insensitive to environmental governance. In Indian tradition, Yajna is a device to sensitize the young generation to Environmental matrix. The Vishwavidyalaya is practicing daily “Yajna” since its inception. The challenge initially faced, was to inspire the students and the staff to join “Yajna” as the students and staff were from different backgrounds. But once they joined they came to know the advantages and the peace of mind which they achieved after performing “Yajna”.

Practicing Yajna

Vedic Philosophy emphasized most on the protection of Environment. Rigveda mentions that whatever we take from the environment we should compensate by paying back in some form. So practicing “Yajna” has two fold benefits- one inculcating Vedic values among the students and the other compensating the environment to strengthen its properties beneficial for the health of all living beings.

Evidence of Success

Students from all over the country take admission in the Vishwavidyalaya with varying behavioral aspects. Significant behavioral changes have been observed among the students. They changed positively with having better regards for social and national patriotic values. Special Yajna, performed to cure tuberculosis, and for antimicrobial effects have established that microbes, responsible for tuberculosis decrease in the vicinity where Yajna is performed. Also level of fungi in experimental area found decreasing. This demonstrates that performing Yajna cures diseases also.

Problems Encountered

While conducting Yajna for specific purposes, making choice of “Samidhas” was a challenge for which Vedic literature was consulted and “Samidhas” of specific categories were chosen. Variable daily weather conditions as also a problem.

Notes

The above practice is universal and may be adopted by any institution with no requirements of much infrastructure and resources.

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The British government opened university and colleges to colonize Indian minds in such a way that aping them became fashion which continues even today. The then thinkers of India were well aware of this fact, so they in order to encounter the British model of education established educational institutions based on Indian indigenous knowledge system. Gurukula Kangri was modeled by Swami Shradhanand with the same aim. It was modeled to break down barriers and foster interconnectivity between provincial and regional groups, between English medium educated elites and common people, between urban and rural economic groups and also to reduce the gender bias. It was modeled also for convergence of two diametrically opposite thoughts –the traditional belief of the East and the progressive ideologies of the West. The message is that if we want to bring the world at one place, we need to approach a man, a society and a nation as an essential part of humanity, failing which there shall be a complete destruction. The demon of competitive egoism is at the door to give a fatal knock to humanity.

The University conscious by repudiated of the system introduced in India by the British rulers. It was the revival of Gurukula system, the cardinal principal of which was simplicity. The purpose was to develop creative genius, the emotional being, the personal man within and without, not to develop man only to live for the necessity of food, cloth and materials from nature.

The University aims to give a voice to the displaced and dislocated, to espouse social and political ideology, to provide a profound insight into the forces that create a better society to offer a theory that explains how politics works in a society of different cultures. It is expected to knit society together by bringing languages and cultures closer to one another, by promoting the growth of indigenous literatures, by helping fight prejudices. In a word, they are expected to represent the true spirit of the place, the true spirit of the age, the true spirit of the culture. It is matter of lamentation that Vishwabharati has trapped in the same net on the name of modern education. Now the creative man has become very weak there. It has started aping the western education system in which the dominant collective idea in the Western countries is not creative.

One area distinctive to the vision, priority and thrust of the university is to promote Indian Intellectual tradition and to create a synthesis of this tradition with the best of the modern education of Science & Technology, Management and such other programmes. The departments and faculty of this seat of Vedic learning keep revisiting and reassessing the dose of Indian thought given here. The faculty are devoted to prepare workable sound conceptual framework by exploring a significant area of traditional and modern thinking. This focus has involved the following activities:

- publishing material and undertaking projects with special emphasis to scientific verification of Vedic principles,
- delivering lectures and addresses,
- teaching and pursuing research,
- organizing seminars,
- designing and implementing courses,
- advising and assisting academic institutions as members of various committees,

The curricula of most of the programmes are essentially of interdisciplinary nature with a view to creating the contexts of Gender, Environment and Sustainability, Human Values and Professional Ethics. There are courses on *Bharatiya Jnan Paramapara* (Indian Knowledge Tradition) and Environmental studies for all the students at U G level also. The Humanities and the Oriental Studies curricula are impregnated with gender issues and human values. The course contents include, gender

issues, diasporic society, subaltern society, dalit society and transgender community. The Indian Theories and the texts of Indian intellectual tradition are prescribed in the courses of most of the programs. Humanities, Oriental Studies, Management, Science and Technology. The programmes run in the department of English have two important courses Indian (Sanskrit) Literary theories and Texts of Indian Intellectual Tradition. Science, B Tech, B Pharma, and Management programs also teach courses like Vedic physics, Vedic management, Vedic Mathematics, Vedic environment, Vedic Engineering, Vedic Chemistry, and *nirukta* in MCA. The course on Art of Happiness equips the students to embrace the challenges of life and live a happy life. There are also courses in Humanities to discover the nation in Indian indigenous literature. In the course on *Journalism* students get a flavor of professional journalism and communication skills. In order to sensitize students there are various bodies:

Vedic Philosophy emphasized most on the protection of Environment. Rigveda mentions that whatever we take from the environment we should compensate by paying back in some form. So practicing “Yajna” has two fold benefits- one inculcating Vedic values among the students and the other compensating the environment to strengthen its properties beneficial for the health of all living beings. Students from all over the country take admission in the Vishwavidyalaya with varying behavioral aspects. Significant behavioral changes have been observed among the students. They changed positively with having better regards for social and national patriotic values. Special Yajna, performed to cure tuberculosis, and for antimicrobial effects have established that microbes, responsible for tuberculosis decrease in the vicinity where Yajna is performed. Also level of fungi in experimental area found decreasing. This demonstrates that performing Yajna cures diseases also.

These are the areas which have scope. The faculty of departments try to give this focus in the research programme also. In 2019 three books on Indian Sanskrit theories written by the faculty the department of English were published by the Shraddhanand Publication Centre. Keeping this focus in mind, there are two important programmes organized by the institution: Jñāgni and Haridwar Literature festival devoted to Indian theatre, music, environment, literature, science, management etc. This fact is well recognized by other academic institutions in the country.

5. CONCLUSION

Additional Information :

All the mandatory annexure as required for submission of NAAC are uploaded along with the form. The university is willing to provide any additional information as may be required by the NAAC or peer team during their visit.

Concluding Remarks :

With its unique visibility over 110 year, its sustained emphasis on promoting Indian Indigenous knowledge system, leading to knowledge generation, innovation, and applications to society and the industry, the university continues to be one of India's premier institutes for higher education and research. Over the years, the university has adopted several best practices that have helped to strengthen its academic excellence. With its current impetus on all fronts, its devoted faculty, its well selected students, and with support from UGC/MHRD, the university is achieving its aims and objectives

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 35 Answer after DVV Verification: 34</p> <p>1.1.2.2. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 58 Answer after DVV Verification: 34</p> <p>Remark : DVV has made the changes as per IIQA as 1.1.</p>																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 37 Answer after DVV Verification: 34</p> <p>Remark : DVV has made the changes as per IIQA.</p>																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</p> <p>(Excluding Supernumerary Seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1132</td> <td>1035</td> <td>1067</td> <td>1031</td> <td>1037</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>919</td> <td>825</td> <td>828</td> <td>972</td> <td>793</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per provided report of actual students admitted from the reserved categories by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1132	1035	1067	1031	1037	2019-20	2018-19	2017-18	2016-17	2015-16	919	825	828	972	793
2019-20	2018-19	2017-18	2016-17	2015-16																	
1132	1035	1067	1031	1037																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
919	825	828	972	793																	
3.3.3	<p>Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.</p>																				

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	4	1	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	1	0	0

Remark : DVV has not considered Participation / presentation certificates in workshops /conferences etc

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years**3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
184	119	146	91	77

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
76	65	78	67	43

Remark : DVV has updated the input by consider only the assessment period publications .

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**3.4.6.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
65	51	66	29	35

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
54	48	45	18	25

Remark : DVV has not considered ISSN number. DVV has not considered books without ISBN numbers.

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
51.37473	87.70056	44.99424	35.92592	63.0959

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
51.37473	37.70056	44.99424	35.92592	6.0959

Remark : DVV has made the changes as per provided report of annual expenditure for purchase of books/ e-books and subscription to journals/e-journals by HEI.

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. Awareness of trends in technology

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select B. 3 of the above as per shared documents of SL. No. 1, 3 and 4 by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

8	11	42	1	5
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	3	0	0	0

Remark : DVV has not consider provided certificate of appreciation and participation by HEI.

7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : Any 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes as per provided report by HEI.</p>
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7.1.6	<p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made the changes as per provided report by HEI.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>58</td> <td>54</td> <td>53</td> <td>52</td> <td>51</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>34</td> <td>34</td> <td>34</td> <td>34</td> <td>34</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	58	54	53	52	51	2019-20	2018-19	2017-18	2016-17	2015-16	34	34	34	34	34
2019-20	2018-19	2017-18	2016-17	2015-16																	
58	54	53	52	51																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
34	34	34	34	34																	

1.2	Number of departments offering academic programmes										
	Answer before DVV Verification : 26										
	Answer after DVV Verification : 25										
2.3	Number of students appeared in the University examination year-wise during the last five years										
	Answer before DVV Verification:										
	<table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4999</td> <td>5037</td> <td>4951</td> <td>4642</td> <td>4463</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	4999	5037	4951	4642	4463
2019-20	2018-19	2017-18	2016-17	2015-16							
4999	5037	4951	4642	4463							
	Answer After DVV Verification:										
	<table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4998</td> <td>5038</td> <td>4949</td> <td>4640</td> <td>4463</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	4998	5038	4949	4640	4463
2019-20	2018-19	2017-18	2016-17	2015-16							
4998	5038	4949	4640	4463							
3.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years										
	Answer before DVV Verification:										
	<table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2216</td> <td>2004</td> <td>1883</td> <td>2061</td> <td>1901</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	2216	2004	1883	2061	1901
2019-20	2018-19	2017-18	2016-17	2015-16							
2216	2004	1883	2061	1901							
	Answer After DVV Verification:										
	<table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1749</td> <td>1440</td> <td>1411</td> <td>1520</td> <td>1343</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1749	1440	1411	1520	1343
2019-20	2018-19	2017-18	2016-17	2015-16							
1749	1440	1411	1520	1343							
3.5	Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)										
	Answer before DVV Verification:										
	<table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1106.90</td> <td>1223.57</td> <td>1452.64</td> <td>1251.38</td> <td>1293.02</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1106.90	1223.57	1452.64	1251.38	1293.02
2019-20	2018-19	2017-18	2016-17	2015-16							
1106.90	1223.57	1452.64	1251.38	1293.02							
	Answer After DVV Verification:										
	<table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1056.13</td> <td>2784.50</td> <td>2127.74</td> <td>1977.04</td> <td>1901.07</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1056.13	2784.50	2127.74	1977.04	1901.07
2019-20	2018-19	2017-18	2016-17	2015-16							
1056.13	2784.50	2127.74	1977.04	1901.07							