# YEARLY STATUS REPORT - 2022-2023

## Part A

## Data of the Institution

**1. Name of the Institution**      GUJARAT VIDYAPITH AHMEDABAD

- Name of the Head of the institution      Prof. Bharat Joshi

- Designation      Vice Chancellor

- Does the institution function from its own campus?      Yes

- Phone no./Alternate phone no.      07940016250

- Mobile no      9825684454

- Registered e-mail      vc@gujaratvidyapith.org

- Alternate e-mail address      bharatjoshi@gujaratvidyapith.org

- City/Town      AHMEDABD

- State/UT      GUJARAT

- Pin Code      380009

**2. Institutional status**

- University      Deemed

- Type of Institution      Co-education

- Location      Urban

- Name of the IQAC Co-ordinator/Director      Prof. Prem Anand Mishra

- Phone no./Alternate phone no    **07940016279**

- Mobile    **9408805485**

- IQAC e-mail address    **iqac@gujaratvidyapith.org**

- Alternate Email address    **premmishra.peace@gujaratvidyapith.org**

**3.Website address (Web link of the AQAR (Previous Academic Year)**    http://iqac.gujaratvidyapith.org/IQAC/AQAR-2021-22.pdf

**4.Whether Academic Calendar prepared during the year?**    **Yes**

- if yes, whether it is uploaded in the Institutional website Web link:    https://gujaratvidyapith.org/naac2/files/others/2022-23.pdf

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 1** | **A** | **3.01** | **2016** | **25/05/2016** | **24/05/2021** |
| **Cycle 2** | **B++** | **2.93** | **2022** | **12/07/2022** | **11/07/2027** |

**6.Date of Establishment of IQAC**    **19/03/2014**

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

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **NIL** | **NIL** | **NIL** | **00** | **00** |

**8.Whether composition of IQAC as per latest NAAC guidelines**    **Yes**

- Upload latest notification of formation of IQAC    View File

**9.No. of IQAC meetings held during the year**    **4**

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and    **Yes**

action taken report)

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

**10. Whether IQAC received funding from any of the funding agency to support its activities during the year?**   `Yes`

- If yes, mention the amount  `500000`

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

- `Hosting NAAC Peer Review Team for Cycle 2 in July 2022.`

- `Assisting NEP nodal agency in the process of implementation of NEP 2020.`

- `Organized the orientation programme on research, ethics, IPR, and other technicalities of research.`

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

| Plan of Action | Achievements/Outcomes |
|---|---|
| NAAC Peer Team visit for NAAC Cycle 2 | Peer Team has visited the campus. |
| Clearing of CAS files | All the pending CAS files were cleared during the academic year. 8 teachers got promotion during the academic year. |
| Collection of feedback of the students | Feedback of the students collected |
| Workshop for PhD students | All the PhD students who attended IQAC's Orientation Programme got the basic understanding of research, ethics, IPR, and other technicalities of research. |
| Drafting a research policy document | Initiating the new research policy with the association of Research Advisory Committee of the university. |
| NAAC Cycle 2 outcome review meeting | Brainstorming of the NAAC report with the teachers and non-teaching staff. |

**13.Whether the AQAR was placed before statutory body?**  **Yes**

- Name of the statutory body

| Name | Date of meeting(s) |
|---|---|
| Academic Council | 30/12/2023 |

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

**15.Whether institutional data submitted to AISHE**

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1.Name of the Institution** | GUJARAT VIDYAPITH AHMEDABAD |
| • Name of the Head of the institution | Prof. Bharat Joshi |
| • Designation | Vice Chancellor |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 07940016250 |
| • Mobile no | 9825684454 |
| • Registered e-mail | vc@gujaratvidyapith.org |
| • Alternate e-mail address | bharatjoshi@gujaratvidyapith.org |
| • City/Town | AHMEDABD |
| • State/UT | GUJARAT |
| • Pin Code | 380009 |
| **2.Institutional status** | |
| • University | Deemed |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Name of the IQAC Co-ordinator/Director | Prof. Prem Anand Mishra |
| • Phone no./Alternate phone no | 07940016279 |
| • Mobile | 9408805485 |
| • IQAC e-mail address | iqac@gujaratvidyapith.org |
| • Alternate Email address | premmishra.peace@gujaratvidyapit |

| | h .org |
|---|---|
| **3.Website address (Web link of the AQAR (Previous Academic Year)** | http://iqac.gujaratvidyapith.org/IQAC/AQAR-2021-22.pdf |
| **4.Whether Academic Calendar prepared during the year?** | Yes |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://gujaratvidyapith.org/naac2/files/others/2022-23.pdf |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| Cycle 1 | A | 3.01 | 2016 | 25/05/2016 | 24/05/2021 |
| Cycle 2 | B++ | 2.93 | 2022 | 12/07/2022 | 11/07/2027 |

| **6.Date of Establishment of IQAC** | 19/03/2014 |
|---|---|

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

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---|---|---|---|---|
| NIL | NIL | NIL | 00 | 00 |

| **8.Whether composition of IQAC as per latest NAAC guidelines** | Yes |
|---|---|
| • Upload latest notification of formation of IQAC | View File |
| **9.No. of IQAC meetings held during the year** | 4 |
| • The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) | Yes |
| • (Please upload, minutes of meetings and | View File |

| action taken report) | | |
|---|---|---|

| **10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** | **Yes** |
|---|---|
| • If yes, mention the amount | **500000** |

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

• Hosting NAAC Peer Review Team for Cycle 2 in July 2022.

• Assisting NEP nodal agency in the process of implementation of NEP 2020.

• Organized the orientation programme on research, ethics, IPR, and other technicalities of research.

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

| Plan of Action | Achievements/Outcomes |
|---|---|
| NAAC Peer Team visit for NAAC Cycle 2 | Peer Team has visited the campus. |
| Clearing of CAS files | All the pending CAS files were cleared during the academic year. 8 teachers got promotion during the academic year. |
| Collection of feedback of the students | Feedback of the students collected |
| Workshop for PhD students | All the PhD students who attended IQAC's Orientation Programme got the basic understanding of research, ethics, IPR, and other technicalities of research. |
| Drafting a research policy document | Initiating the new research policy with the association of Research Advisory Committee of the university. |
| NAAC Cycle 2 outcome review meeting | Brainstorming of the NAAC report with the teachers and non-teaching staff. |

| 13.Whether the AQAR was placed before statutory body? | Yes |
|---|---|

- Name of the statutory body

| Name | Date of meeting(s) |
|---|---|
| Academic Council | 30/12/2023 |

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

**15.Whether institutional data submitted to AISHE**

| Year | Date of Submission |
|---|---|
| 2022 | 19/01/2023 |

**16.Multidisciplinary / interdisciplinary**

- Gujarat Vidyapith offers a variety of courses spanning social science, language studies, management, and various professional programs through 60 programmes and 1667 courses.
- The University offers cross-disciplinary learning, allowing students to explore diverse subjects within their chosen field through 115 CBCS courses
- The focus of Gujarat Vidyapith is rural transformation through Gandhian pedagogy and methods. All of the programmes in Vidyapith include one mandatory course in Gandhian thought.
- All undergraduate students partake mandatory courses covering various disciplines.

**17.Academic bank of credits (ABC):**

- In the academic year 2022-23, the institution implemented the mandatory inclusion of the Academic Bank of Credits (ABC) during the submission of examination forms for all students.
- This initiative is designed to elevate the mobility and flexibility of the educational framework.
- The incorporation of ABC brings the institution in line with contemporary educational practices, granting students the autonomy to steer their academic trajectories.

- ABC allows students to accrue and oversee course credits progressively, promoting interdisciplinary learning and tailoring their educational journeys.
- Making ABC a requirement on examination forms underscores the importance of strategic credit management, furnishing students with the means to effectively mold their academic experiences.

**18.Skill development:**

- The institute has implemented Udyog (skill development) as a mandatory element in both undergraduate (UG) and postgraduate (PG) programs across its three campuses.
- It includes various crafts, spinning, weaving, plumbing, electrical wiring, and computer literacy.
- This is compulsory in all the 60 programmes.
- Skill acquisition serves as a distinctive characteristic for Gujarat Vidyapith, where students are prepared for diverse employment opportunities and are recognized for their readiness to undertake various tasks.

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

- Gujarat Vidyapith, deeply rooted in the Gandhian philosophy and legacy, proudly maintains Gujarati as the medium of instruction, reflecting a strong commitment to its cultural ethos. With a pronounced focus on rural education, the institution acknowledges the significance of providing education deeply embedded in India's cultural tapestry.
- Through the effective incorporation of the Indian Knowledge System, the university teaches in Indian languages and celebrates the nation's rich cultural heritage.
- The institution takes pride in its longstanding tradition of oriental research, dating back to its inception, and actively pursues the further integration of Indian Knowledge Systems into its programs and courses.
- In commemoration of its centenary year in 2020, the institution initiated the 'Chancellors' Lecture Series,' inviting distinguished academics, social workers, or scientists to deliver lectures on Indian culture and its contemporary relevance. This series ensures that students are exposed to the diversity and profound insights of Indian Knowledge Systems.

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

- Gujarat Vidyapith places a significant emphasis on Outcome-Based Education (OBE), integrating this educational approach into various academic programs, including those operating under the Choice-Based Credit System (CBCS).
- In the pursuit of OBE, Gujarat Vidyapith meticulously designs its syllabus, ensuring alignment with the principles of OBE for every course offered. This meticulous approach results in syllabus that are not only comprehensive but also scientifically structured.
- Implementing OBE at Gujarat Vidyapith brings forth a key benefit – the promotion of transparency in the teaching-learning process. Educators and students alike gain a clear understanding of the rationale behind each course, the delivery processes involved, and the anticipated outcomes. This transparency creates a conducive learning environment, empowering students to take control of their education.
- Moreover, the adoption of OBE has a profound and positive impact on the lives of students at Gujarat Vidyapith. It imparts the valuable lesson that all activities, both academic and in life, should be conducted with careful planning and specific outcomes in mind. This perspective equips students with essential skills and knowledge, enabling excellence not only in academic pursuits but also in future careers and endeavors.

**21.Distance education/online education:**

Gujarat Vidyapith did not offer any distance education or online education programs during the academic year 2022-23.

## Extended Profile

**1.Programme**

| 1.1 Number of programmes offered during the year: | 60 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File](#) |

| 1.2 Number of departments offering academic programmes | 18 |
|---|---|

**2.Student**

| 2.1 | **2414** |
|---|---|
| Number of students during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.2 | **833** |
|---|---|
| Number of outgoing / final year students during the year: | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 | **1841** |
|---|---|
| Number of students appeared in the University examination during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.4 | **138** |
|---|---|
| Number of revaluation applications during the year | |

## 3.Academic

| 3.1 | **1667** |
|---|---|
| Number of courses in all Programmes during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 3.2 | **101** |
|---|---|
| Number of full time teachers during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 3.3 | **182** |
|---|---|

| Number of sanctioned posts during the year | |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

## 4.Institution

| 4.1<br><br>Number of eligible applications received for admissions to all the Programmes during the year | **2809** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 4.2<br><br>Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | **1234** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 4.3<br><br>Total number of classrooms and seminar halls | **107** |
|---|---|
| 4.4<br><br>Total number of computers in the campus for academic purpose | **710** |
| 4.5<br><br>Total expenditure excluding salary during the year (INR in lakhs) | **418.61** |

# Part B

**CURRICULAR ASPECTS**

## 1.1 - Curriculum Design and Development

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

- **Curricula development in Gujarat Vidyapith is done by the individual departments keeping in mind the latest trends in**

the discipline across the globe. At the same time, the curricula of Gujarat Vidyapith reflect different aspects of Gandhi's thoughts and actions. All the departments in the institution understand the historical character of the institution and ensures that the curricula address the local and regional issues of the students of Gujarati. Following Gandhi's ideals of imparting education in the mother tongue, Gujarati language remains the medium of instruction in most of the programmes. But at the same time, the institution is moving towards the concept of multi-lingual classroom as envisioned in NEP 2020.

- Apart from the local and regional issues, the curricula also reflect the national and global needs in today's world and marketplace. The institution is conscious of the fact that the students of today must become global citizens. This is reflected also in the learning outcomes of the programmes and the courses. The programmes and courses are designed in such a way that students can go back and work for the uplift of their own villages as well as become an efficient worker in today's global workplace.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

15

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

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

229

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

## 1.2 - Academic Flexibility

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

**11**

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

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

**1**

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

## 1.3 - Curriculum Enrichment

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

- **The curricula of every programme in Gujarat Vidyapith deals with the issues of professional ethics, gender, human values, environment, and sustainability. Professional ethics is taught at any level of research in the institution. Not only the technical aspects such as plagiarism seriously dealt with but also the more important social and ethical values are an integral part of the institution. The findings of the field research or area-specific research are shared with the communities and societies from where the data was collected. The Research Ethics Committee takes care of ensuring that professional ethics have been followed in the research.**
- **Gender and human values are part of every single programme**

of the institution. Most of the programmes offer one or more courses where the focus is gender sensitization. Apart from representation in the courses, the institution organizes gender sensitization programmes for its students throughout the year.

- Being a Gandhian institution, most of the programmes offer courses on the environment and sustainability. At the undergraduate level, 'Introduction to Environment' is a compulsory course. Many departments, such as Rural Economics or Microbiology, offer specialized courses on environment and sustainability.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

3

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

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

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

2414

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

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

743

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

## 1.4 - Feedback System

**1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni**

- **All 4 of the above**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

**1.4.2 - Feedback processes of the institution may be classified as follows**

- **Feedback collected, analysed and action taken and feedback available on website**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

### 2.1.1 - Demand Ratio

### 2.1.1.1 - Number of seats available during the year

**2082**

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

### 2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**750**

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

## 2.2 - Catering to Student Diversity

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

- **Students in Gujarat Vidyapith mostly come from rural localities. As a result, there is a significant difference in their level of education. Orientation program i.e. Abhimukta Karyakram is organized for new students to bridge this gap. In this program, slow learners and fast learners can be distinguished from the students through various activities, besides, since the teacher student ratio in Gujarat Vidyapith is good, it becomes easier to identify the students according to their ability.**
- **Different learning opportunities are provided for slow learner students. As some departments conduct bridge courses, some departments have arranged tutorials in addition to the classroom where the students try to improve the level of the students through different assignments. Also, if a student has difficulty in any subject, she/he can contact the teacher directly.**
- **Efforts are made to develop critical thinking among the fast-learning students. For this, different types of programs are organized like various lecture series, departmental seminars, group discussions, panel discussions etc. Where the student gets acquainted with the practical aspect of his subject.**
- **The prayer hall is a forum where students can present their views. Students can interact with the eminent scholars and constructive workers, working at different levels in the society.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |
| Link For Additional Information | https://gujaratvidyapith.org/AnnualReports/Annual_Report_2022-23.pdf |

## 2.2.2 - Student - Full time teacher ratio during the year

| Number of Students | Number of Teachers |
|---|---|
| 2414 | 101 |

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

## 2.3 - Teaching- Learning Process

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

- **Various learning processes are used in different courses of the Vidyapith, such as fieldwork, internship, project work, rural-study, educational tour, etc. to develop the ability to examine the subject in tangible situations.**
- **Experiential learning: The students of various departments, go to the villages for their studies and study the various institutions. The students of Department of Social Work, study their subject in practice in various NGO's working in different areas. Modules are designed to teach different unit parts in different studies.**
- **Problem Solving: Students in each subject undertake a research project to test theory in practice at post-graduate level and in few subjects the research project also part at under-graduate level. Resulting in an understanding of how to examine their subject in practice and how to solve problems encountered in the process.**
- **Participatory Learning: Vidyapith hostels are completely managed by the students, with the role of wardens and their mentor teachers as a guide. Programs like padayatras and village-camps are completely organized and managed by the students. Students have to organize various programs in the village, interact with the people and get familiar with the rural conditions and problems in practice.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

- - Every faculty of the university has ICT resources, where teachers can use it to teach the subject more effectively. In addition to the use of e-resources by teachers in the classroom, e-resource based assignments are also given to students so that students can make extensive use of these types of resources.
  - There has been significant progress in this field post-Covid as online classes have made it much easier for students to learn and use e-resources like Pathashala, although all these resources are certified by teachers.
  - Also, some teachers contribute to preparing e-resources by running their YouTube channel where they posted their lectures online for the future generation of learners too. The IQAC issued advisory to the teachers to prepare online audio-video content of their own with the help of audiovisual department of the university. The plan is also afoot to ensure that enough material is available for online courses.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

## 2.3.3.1 - Number of mentors

**101**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

## 2.4 - Teacher Profile and Quality

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

**101**

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

## 2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

**89**

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

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

**2.4.3.1 - Total experience of full-time teachers**

**2256**

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

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

**3**

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

**2.5 - Evaluation Process and Reforms**

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

**30**

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

**30**

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

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

**138**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

- **The institution is transitioning to an entirely online examination process.**
- **Processes including filling up examination forms, publishing results, convocation applications, and transcriptions are now conducted online.**
- **The Academic Bank of Credit has become an integral part of the examination system.**
- **Some examinations, like the Ph.D. entrance exam, are conducted online, with the entire process being digital.**
- **Efforts are underway to introduce machine-based processes for speed and accuracy in the entire examination system.**
- **There are plans to implement the E.R.P. system in the coming year, with ongoing work in progress.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

**A. 100% automation of entire division & implementation of Examination Management System (EMS)**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

## 2.6 - Student Performance and Learning Outcomes

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

website and other documents

- The institution has clearly defined program outcomes, program-specific outcomes, and course outcomes. Course outcomes undergo assessment through both continuous evaluation processes and semester-end examinations. The continuous evaluation involves various components such as assignments, seminars, debates, quizzes, and field assignments.
- The evaluation process takes into account the specified course outcomes. The entire department reviews program outcomes, assessing whether students have demonstrated most or all of the program-specific outcomes through their engagement in various activities and programs. This assessment spans six semesters at the undergraduate level and four semesters at the postgraduate level.
- Evaluation of generic program outcomes occurs through students' participation in institutional activities like community living, supporting peers, showcasing handicraft skills, maintaining cleanliness, and actively engaging in morning assemblies. Students' performance is also assessed during extension programs such as NSS camps and Gram Jeevan Yatra. These initiatives provide an opportunity to gauge whether students have developed a sufficient level of empathy for societal issues and are willing to contribute to community welfare.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

- The institution conducts program outcome assessments at the conclusion of each program, with evaluations taking place after three years for undergraduate programs and after two years for postgraduate programs. These evaluations encompass students' participation in extension activities like NSS camps and Gram Jeevan Yatras.
- The assessment specifically considers interpersonal communication skills, adaptability in challenging circumstances, and students' empathy towards the less privileged in society. Program-specific outcomes undergo annual evaluations and are also assessed at the program's conclusion. This evaluation relies on students' performance

across all semesters, ensuring they have achieved the designated outcomes for their specific programs.

- Course outcomes, including critical thinking and self-reflection, are assessed every semester through continuous evaluation processes and end-of-semester examinations. The resulting mark sheet encompasses these evaluations, incorporating course assessments along with essential attributes of graduates, such as critical thinking, readiness to collaborate with communities, and a demonstrated level of empathy for all segments of society.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File]() |

### 2.6.3 - Number of students passed during the year

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

**820**

| File Description | Documents |
|---|---|
| Upload the data template | [View File]() |
| Upload relevant supporting document | [View File]() |

### 2.7 - Student Satisfaction Survey

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

http://iqac.gujaratvidyapith.org/IQAC/Feedback-22-23-01.pdf

### 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

- Gujarat Vidyapith has a well-established research policy, prominently displayed on the institutional website to familiarize new researchers with the research environment. The institution's research endeavors encompass applied sciences, social sciences, humanities, and community engagements. Upon enrolling in research programs, new scholars participate in an orientation program that not only

- covers research methodologies but also emphasizes the institution's research ethics and policies.
- The institute's research infrastructure includes libraries, research laboratories (covering physics, chemistry, microbiology, biotechnology, biogas, physiology, and computer science), unrestricted internet access, and dedicated workstations. The extensive library collection comprises over 600,000 books and 80 print journals, complemented by access to over 7,000 e-journals and international databases. Continuous upgrades are implemented in all laboratories to maintain the standards of quality research.
- Gujarat Vidyapith is dedicated to upholding research ethics, advocating for the sharing of research findings with target groups. This commitment has fostered a trusting relationship between the institution and society at large.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

00

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

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

2

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

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

10

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

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

**A. Any 4 or more of the above**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

**00**

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

**3.2 - Resource Mobilization for Research**

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

**1.15**

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

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

**73.44**

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

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

**0.09**

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

### 3.3 - Innovation Ecosystem

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

- **The institution has successfully cultivated an environment that fosters innovation, exemplified by the various knowledge transfer initiatives. An integral component is the SSIP (Student Startup and Innovation Policy) Cell, functioning as a nurturing hub for aspiring entrepreneurs and innovators.**
- **Annually, the SSIP Cell organizes numerous awareness programs to inspire students and scholars to contemplate the value they can add to the daily lives of people and communities. The Cell equips students with the necessary tools and knowledge systems to navigate the entrepreneurial landscape, providing each student enrolled in the innovation start-up with a mentor.**
- **The institution is dedicated to motivating students to channel their innovative ideas, especially those addressing critical problems with market potential. This proactive approach not only empowers students to transform their creative concepts into viable ventures but also contributes to the broader innovation ecosystem by facilitating the creation and transfer of knowledge.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

50

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

50

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

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

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

3

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

**3.4 - Research Publications and Awards**

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

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

A. All of the above

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

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

**C. Any 2 of the above**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

### 3.4.3 - Number of Patents published/awarded during the year

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

**00**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | **No File Uploaded** |

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

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

**46**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

**117**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

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

**40**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

**3.4.7 - E-content is developed by teachers For** **D. Any 2 of the above**
**e-PG-Pathshala For CEC (Under Graduate)**
**For SWAYAM For other MOOCs platform**
**For NPTEL/NMEICT/any other Government**
**Initiatives For Institutional LMS**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

| Scopus | Web of Science |
|---|---|
| 8 | 2 |

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Bibliometrics of the publications during the year | [View File](#) |

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

| Scopus | Web of Science |
|---|---|
| **1** | **0** |

| File Description | Documents |
|---|---|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | [View File](#) |
| Any additional information | **No File Uploaded** |

## 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

**Gujarat Vidyapith provides consultancy services primarily focused on rural areas and does not levy any fees for these services, making them accessible to the community. As the communities are economically backwards, the institution provides all its consultancies free of cost as it is committed to the uplift of the grassroots on the Gandhian principles. However, recently few efforts have been made to share revenue with the faculty members who get consultancy. A well deifined Consutancy Policy is in process.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

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

**11.41**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

## 3.6 - Extension Activities

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

- **Throughout the academic year 2022-23, various units of Gujarat Vidyapith engaged in extension activities in Motipura, Rajpur, Madhavgadh, Kalyanpura, and Sourabhpura villages in the Gandhinagar district. These activities significantly impacted the holistic development and social awareness of students. The initiatives included organizing blood donation drives, BMI awareness campaigns, Fit India Runs, Swachh Bharat cleanliness efforts, and tree plantation programs.**
- **The blood donation camps not only addressed a crucial societal need but also cultivated values of empathy and compassion among students. BMI awareness initiatives promoted a culture of healthy living, while the Fit India Run encouraged physical fitness. Swachh Bharat campaigns contributed to improved local hygiene and living conditions, and tree plantation drives played a role in environmental conservation.**
- **These activities sensitized students to pressing social issues within their communities, fostering a deeper understanding of the challenges faced by marginalized groups. Students actively participated in community development, acting as catalysts for positive change.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

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

**2**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

**3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated**

**programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

**72**

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

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

**2414**

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

**3.7 - Collaboration**

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

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

**76**

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

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

**26**

| File Description | Documents |
|---|---|
| Upload the data template | [View File]() |
| Upload relevant supporting document | [View File]() |

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

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

- **The Ahmedabad campus, covering 27.65 acres, the Sadra campus, extending over 37.80 acres, and the Randheja campus, spanning 32.28 acres, collectively contribute to its academic excellence. These campus developments epitomize meticulous adherence to stringent regulatory standards and guidelines, ensuring that the infrastructure is not merely substantial in size but fully equipped to meet the highest educational standards.**

- **Within these sprawling campuses, students and faculty benefit from an array of state-of-the-art facilities, including well-appointed classrooms, seminar halls, computer labs, and faculty offices. A key highlight is the integration of modern technology into the teaching-learning process, exemplified by 65 Technology-Enabled classrooms and halls. These spaces feature LAN/Wi-Fi connectivity and LCD projectors, facilitating a diverse range of programs, from educational seminars to extracurricular activities hosted in a well-equipped auditorium.**

- **At the heart of Gujarat Vidyapith lies has extensive collection surpasses 6 lakh books, encompassing volume sets, rare texts, and valuable reference materials.**

- **To cater to the evolving academic and research needs of students, each of the three campuses features a well-appointed computer center. These campuses are interconnected through a wireless internet network, enhancing communication and enabling seamless access to online resources.**

- **Notably, the rural campuses also offer a wealth of facilities, including furnished lecture halls and prayer rooms, all diligently maintained and sufficiently equipped. In various academic blocks, a total of 7 multipurpose halls serve as versatile venues for seminars and community prayers, designed to accommodate the diverse needs of the campus community.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

- **Gujarat Vidyapith plays a pivotal role in empowering students to unlock their full potential. At its core, the institution is driven by a mission to nurture individuals who embody not just physical vitality but also mental resilience and professional acumen, all dedicated to contributing to the betterment of society.**

- **Gujarat Vidyapith excels in providing a ground for a variety of outdoor sports including kabbadi, kho-kho, cricket, badminton, basketball, volleyball, handball, and netball. The Sadra campus elevates this sporting prowess with a cutting-edge auditorium, a well-equipped gymnasium, and an expansive open stadium, all designed to sharpen students' competitive edge. Indoor sports enthusiasts find their haven with facilities for tennis, carom, and weight-lifting, complemented by a specialized sports laboratory dedicated to fitness and wellness testing.**

- **The institution thrives on a vibrant schedule of cultural events, sports competitions, and government-mandated physical examinations. At the heart of this, steered by adept instructors and brimming with a wide array of sports and top-tier equipment. The Auditorium, Yoga Centre, Gym, and Swimming Pool further enrich the overall well-being of students.**

- **Cultural activities are actively fostered to promote leadership, teamwork, and personal growth. Gujarat Vidyapith consistently hosts an array of cultural events and contests throughout the academic year. To support these endeavors, multipurpose halls and department-specific facilities are readily available, catering to cultural events, yoga sessions, indoor and outdoor games, and sports activities. This comprehensive infrastructure is a testament to the institution's dedication to holistic education and the holistic development of its students and faculty.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

4.1.3 - Availability of general campus facilities and overall ambience

- **Gujarat Vidyapith provides separate hostels, ensuring comfortable and secure accommodations for both male and female students. These standard hostel rooms are well-appointed with essential amenitiesto ensure a comfortable stay. Additionally, the hostels feature dedicated spaces for computer use, recreational activities, quiet reading, and common gatherings,campus experience.**
- **The continuous supply of water and electricity,eco-friendly solar water heaters and efficient steam cooking facilities, underscores the institution's commitment to sustainability and energy conservation.**
- **The provision of comprehensive medical and para-medical services available at on-campus health centers. These facilities not only cater to medical needs but also emphasize health education, encouraging students and the wider community to adopt a healthy lifestyle.**
- **For visitors, Gujarat Vidyapith boasts a well-equipped guest house with essential amenities, including a conference room, dining hall, Wi-Fi-enabled roomsand a comfortable rest area. The institution's canteens offer a variety of nutritious meal options for breakfast, lunch, and dinner, ensuring that guests are well taken care of.**
- **Across all campuses, convenient access to natural water coolers is available. Banking and ATM services are within easy reach. Sustainable energy practices with the integration of solar rooftop facilities, particularly in the Ahmedabad campuses. To promote the use of Khadi products, students and teachers have ready access. The institution maintains a fleet of buses and vehicles to support academic, research, and outreach activities, making transportation hassle-free.**
- **Furthermore, the campuses are designed with inclusivity in mind, featuring ramps, lifts, disabled-friendly restrooms, and wheelchairs to facilitate the mobility and comfort of differently-abled individuals.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

418.61

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

## 4.2 - Library as a Learning Resource

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

The Gujarat Vidyapith library has a vast collection of over 600,000 items, including books, reference materials, copyrighted works, children's literature, rare books, manuscripts, and journal volumes. To efficiently manage its daily operations, the library has implemented the SOUL 2.0 integrated library management system developed by INFLIBNET (IUC-UGC). The library initially used an in-house software system based on the Sybase Database, but later transitioned to SOUL 1.0. Subsequently, the library successfully migrated its data to the upgraded SOUL 2.0 version.

Currently, the library is fully automated using SOUL 2.0. All items are barcoded for streamlined book issuance and return processes, including user membership cards.

The library also has an in-house digitization facility lab established with the support of INFLIBNET Centre. The lab has a server, nine high-end PCs with scanners, and internet connectivity. It has played a vital role in digitizing over 500 theses, which are now available on both the institutional repository and the Shodhganga platform. Additionally, the library collaborated with the Centre for Development of Advanced Computing (C-DAC) to digitize more than 32,000 books. Moreover, the library has digital copies of 627 rare manuscripts and over 800 documents related to Gandhian literature.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

A. Any 4 or all of the above

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

**3.29**

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

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

**163**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

## 4.3 - IT Infrastructure

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

**107**

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

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

- **The Institute's firmly established policy for the seamless integration of technology and the delivery of ICT-enabled services to all its stakeholders. This policy sets a comprehensive framework for the seamless integration of ICTinto every facet of the institution's operations, with specific protocols for managing ICT infrastructure.**
- **The Institute's unwavering commitment to technology is**

evidenced by its robust campus network, encompassing over 1100 nodes, and its widespread Wi-Fi service, ensuring connectivity throughout the campuses. Routine upgrades and replacements of aging computer systems guarantee that students, researchers, and faculty have access to cutting-edge computing resources. Key governing bodies, including the Digital Learning Monitoring Cell, ICT Purchase Committee, and ICT Policy Implementation Committee, play a pivotal role in streamlining ICT development processes.

- The ICT Policy adheres to core principles such as accessibility, cost-effectiveness, efficiency, relevance, transparency, privacy, accountability, sustainability, learner-centric methodologies, alignment with pedagogical objectives, and an unwavering commitment to maintaining the highest standards of quality assurance.
- ICT applications are systematically categorized, encompassing critical areas like system administration, research, teaching and learning, student assessment, support services, community engagement, student data management, hrd, networking, and quality assurance. Recognizing the pivotal role of skill development in harnessing technology effectively and is dedicated to capacity building.
- Moreover, the Institute actively promotes the use of free and open-source software, fostering an environment of innovation and collaboration as it relentlessly pursues excellence in technology for educational advancement.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

### 4.3.3 - Student - Computer ratio during the year

| Number of students | Number of Computers available to students for academic purposes |
|---|---|
| 2414 | 710 |

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

- **?1 GBPS**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

### 4.3.5 - Institution has the following Facilities    A. All of the above

**for e-content development Media centre
Audio visual centre Lecture Capturing
System(LCS) Mixing equipment's and
softwares for editing**

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

## 4.4 - Maintenance of Campus Infrastructure

## 4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

**127.68**

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

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

- **The Estate Department bears the responsibility of upkeeping all the campuses and buildings, with a skilled maintenance workforce encompassing plumbers, pump operators, electricians, carpenters, and more. When it comes to substantial repairs and major maintenance projects,these efforts through external contractor agreements, while smaller-scale are efficiently managed internally.**
- **For security operations, the institution has opted for outsourced arrangements with non-skilled employees. This external workforce, operating under limited contractual commitments, is entrusted with maintaining classrooms, guest houses, the campus grounds, as well as seminar and halls. The central library is efficiently run by a dedicated team of librarians and support staff, ensuring the availability of instructional materials.**
- **In-house maintenance of personal computers, vital software, and various peripherals utilized across Gujarat Vidyapith departments falls under the purview of the computer department, USIC, and system personnel. Remarkably, the institution's commitment to cost-effectiveness is**

underscored by its unique approach; it foregoes the use ofAMCfor its ICT assets and instead relies on a "learning by doing" initiative to achieve savings.

- Within the Science Department, laboratories are overseen by qualified educators serving as lab in-charges, complemented by Lab Assistants and attendants. The Physical Director takes charge of sports facilities and ensures equipment distribution in accordance with activity schedules. Safety is paramount, with strategically positioned fire extinguishers throughout the structures.
- To maintain internet connectivity and oversee the CCTV security system, a dedicated network and system management team has been put in place, complemented by the recruitment of security personnel to safeguard the entire facility.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

2157

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

653

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

### 5.1.3 - Following Capacity development and      A. All of the above

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

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

**5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

- **All of the above**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

**5.2 - Student Progression**

**5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)**

**5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/  GRE/ TOEFL/Civil Services/State government examinations) during the year**

**43**

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

**5.2.2 - Total number of placement of outgoing students during the year**

**141**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

**5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year**

**354**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

**5.3 - Student Participation and Activities**

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

**26**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

- **The Gujarat Vidyapith Student Council operates at the campus level, with each unit in every campus having its own council. Each class elects a representative, while the entire unit selects a president and vice president. The council functions through various committees, each led by a secretary. Notable committees include sports & games, cultural, broadcasting, literary, health, morning assembly, and NSS committees. These committees play a crucial role in organizing day-to-day campus activities and special programs throughout the year.**
- **Committee members are responsible for reporting any student-related issues to the relevant authorities. Regular meetings**

are conducted to address student problems and determine the types of programs needed for student improvement. The student council offers diverse platforms for students to showcase their skills and talents across various activities. Despite limitations imposed by the Covid-19 pandemic, some activities were organized following safety protocols. The student council also arranged sessions for students to raise awareness about the Covid-19 pandemic in their villages and localities.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

83

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

## 5.4 - Alumni Engagement

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

- Many departments at Gujarat Vidyapith maintain their own alumni associations, with some, like computer science and social work, being officially registered, while the majority remain unregistered. Alumni actively participate in departmental activities by providing suggestions for syllabus development and making financial contributions. Given that numerous alumni are employed in the corporate sector, they offer valuable feedback on the skills and knowledge required in the market, acting as a vital link between the institution and market demands. This feedback is usually conveyed during their visits to the department.
- Alumni also contribute financially towards the fees of current students. The social work alumni association allocates Rs. 20,000 annually to assist students facing financial challenges with their fees. The microbiology alumni association provided essential guidance to students dealing with Covid-19 patients and laboratory testing

**procedures during the pandemic. The computer science alumni, along with lifelong learning, conducted various online programs to impart relevant professional skills to current students.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

**D. 1 Lakhs - 3Lakhs**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 - Institutional Vision and Leadership

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

**The vision and mission of Gujarat Vidyapith has been clearly stated and it is published in its annual reports and students' diaries every year. The same has also been displayed prominently in different buildings of the institute. Gujarat Vidyapith is committed to providing such an education which turns its graduates into social workers committed to serving the society at the grassroot level. This vision and mission are reflected in the academic programmes of the institute as most of the programmes offer courses which have a direct bearing on rural societies. Most importantly, Gujarat Vidyapith offers most of its programmes in the mother tongue to ensure that students of the marginal communities should not be deprived of higher education. The community engagement and extension programmes of the institution such as Gram Jeevan Yatra and NSS activities are also geared to rural societies.**

**The management of the institution is committed to blend its vision with the changing social and market dynamics. The administration has taken up many steps during the academic year to overall its organizational structure to achieve maximum efficiency of its human resources. From the academic year 2023-24, the Gujarat Vidyapith will function on a single campus.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File]() |

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

**The leadership in Gujarat Vidyapith is dispersed at multiple levels. The Vice Chancellor is the head of the institute whereas the registrar acts as a head of the administrative set-up. But no decision is taken without the participation of teachers at each level. The Departmental Advisory Committee (DAC) consists of every teacher in the department. The HoD cannot take any decision without putting it first in the DAC. Similarly, each HoD represents the opinion of the entire department at the level of the faculty. The Dean of each faculty must consult each HoD before coming to any decision. Similarly, the two rural campuses of Gujarat Vidyapith enjoy a lot of freedom in its activities at the campus level. The rural campuses are supervised by the campus coordinators. These coordinators are part of most of the crucial decision-making bodies of the institute such as Gujarat Vidyapith Sponsoring Agency.**

**Apart from the teachers, students are also part of the decision-making process in the smooth functioning of the co-curricular and extra-curricular activities of the institute as well as in the functioning of all the hostels in the institute.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File]() |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

- **The most important strategic plan for the year 2022-23 was to finish NAAC Peer Team Visit. In order to achieve this, all the departments of the institution got their documentation ready by the middle of June 2022. Different committees were set up to ensure that the entire operation runs smoothly. Both teachers, non-teaching staff, and students participated actively in all the activities related to the NAAC Peer Team visit.**
- **NAAC Cycle – 2 exercise, the institution geared itself towards implementation of NEP 2020 from the academic year**

2023-24. A committee under a nodal officer is set up to prepare a roadmap for implementation. The committee held many meetings during the course of the year and by April 2023, the entire framework along with the syllabi of first two semesters were ready. It became possible through brainstorming by the teaching staff at the departmental level as well as faculty level.

- The institution also made a strategic decision of bringing all the programmes on a single campus to ensure interdisciplinarity and multidisciplinary academic environment. By the end of the academic year, all the modalities of a single campus as well the framework for the implementation got ready.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

- All the academic and administrative bodies have their own clearly defined policies and executive responsibilities. The vice chancellor is the overall executive head of the institution, and the registrar is responsible for all the administrative management of the institute. The important bodies of the institution are the Board of Management, Executive Council, Higher Education Planning and Monitoring Committee, Finance Committee, Academic Council, and Grievance Redressal Committee. To ensure smooth functioning of the academic and administrative set-up, the BoM of the institution set up 12 different branches to deal with administrative issues.
- The service rules and regulations follow UGC and DoPT guidelines wherever they are applicable. All the academic appointments are made according to the norms of UGC and appointments in the administrative section follow DoPT norms. Apart from these, the institute also has a policy for recruitment of ad-hoc people in category IV whose salaries are paid by the Gujarat Vidyapith Sponsoring Agency. Advertisements for various categories are published in prominent local and national dailies apart from being put up on the institutional website.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File]() |

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

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

**A. All of the above**

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

| File Description | Documents |
|---|---|
| Upload the data template | [View File]() |
| Upload relevant supporting document | [View File]() |

## 6.3 - Faculty Empowerment Strategies

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

- **Gujarat Vidyapith has designed and implemented 14 different kinds of appraisal forms for various categories of staff members. Annual Performance Appraisal Reports (APAR) are collected from the staff members after the end of every financial year. These reports cover all aspects of the work as well as the living environment of the institution. An employee is expected to fill in the form and submit it to the immediate superior. For instance, a teaching staff's APAR will go to the respective HoD and then to the Dean of the faculty and then to the coordinator of the campus. After their comments, the final authority is the vice chancellor for the teaching staff. The final authority for non-teaching staff is the registrar. The APAR with all the comments and signatures is then sent back to the respective employee by e-mail within six months of the submission by the employee.**
- **All APARs are filled online only and their verification is also done electronically only.**
- **The promotional avenues for the teaching staff are CAS and direct recruitment according to the UGC norms. The promotional avenues for non-teaching staff are as per the rules of DoPT.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

**00**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | **No File Uploaded** |

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

**00**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | **No File Uploaded** |

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

**38**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

## 6.4 - Financial Management and Resource Mobilization

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

**Most of the students of Gujarat Vidyapith come from economically deprived communities. The education fees and hostel fees are kept at a minimal level so that students do not have to leave their studies mid-way. Apart from the scholarship given by the state government, the institution also provides scholarships to those**

students who do not get any other scholarship. To instill a sense of independence and pride among the students, the institution also offers Swabhiman Scholarship where students are given some manual work on the campuses for around 30 hours in a month. Students are paid at the rate of Rs. 40 per hour. The monthly emolument covers their food bill. Students also work in the institute during the summer vacation where they work for 8 hours every day, and they earn upto Rs. 16000/- which is enough to take care of their education and hostel mess fees.

The institution rents out its properties such as seminar halls and canteen facilities to other organizations for nominal fees. The fees are used for the upkeep of the institutional properties.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

3.00

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

00

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | No File Uploaded |

6.4.4 - Institution conducts internal and external financial audits regularly

Gujarat Vidyapith carries out internal and external financial audits regularly. All the bills for payment are audited internally before the payment. Another internal audit is done after the payment. The internal audit of the institution is carried out by

the accounts department of the institution twice a year. The next
step is a statutory audit which is done by a Chartered Accountant
(CA). Any quarry raised during these audits are answered by the
Registrar and the accounts department of the institution.

From the year 2003 onwards, the office of the Accountant General
(AG) of Gujarat also audits the financial matters of the
institution. If there are any discrepancy in the accounts, AG
sends half-margin paragraphs to the institution seeking
explanation. Such objections are taken up by the Registrar and the
accounts department who provide explanations. These explanations
are also tabled in the appropriate bodies of the institution. If
the AG is satisfied with the response, the objection is dropped
otherwise the matter is reported to the office of Comptroller and
Auditor General (CAG) which in turn seeks clarifications from the
institution. These clarifications are provided by the Registrar.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

## 6.5 - Internal Quality Assurance System

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

1. Providing inputs to the departments in preparing the structure
of NEP 2020

As the institution decided to work positively towards the
implementation of NEP 2020 from the academic year 2023-24, IQAC
organized meetings with deans and heads of departments to ensure
that everyone understands the basic structure and aims of NEP
2020. The IQAC helped the team set-up for putting together an
institutional structure for the implementation of NEP 2020.

2. Assisting to setup the different branches

IQAC helped the institution in its administrative restructuring.
Twelve different administrative branches were created to ensure
the smooth functioning of the institution. The IQAC was
instrumental in putting together the SOP for each branch. This
exercise also ensured that everything is in working order before
all the campuses of Gujarat Vidyapith are merged and brought into
one place to ensure effective implementation of NEP 2020.

**3. Assisting in preparation of Research Policy**

**IQAC helped Research and Development Council to draft of new research policy of Gujarat Vidyapith and it was sent for wider consultation among the academic staff of the institution.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

**C. Any 3 of the above**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting documnent | [View File](#) |

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

**1. The IQAC has ensured that all the modalities for the implementation of NEP 2020 from the academic year 2023-24 is complete before May 2023. The IQAC conducted a series of meetings in collaboration with Board of Management, Academic Council, Academic Branch, and the Examination Branch to ensure that the structure for NEP 2020 is put into place and all the departments can come up with the Learning Outcome Based Curriculum. This was achieved successfully.**

**2. To ensure successful implementation of NEP 2020, IQAC stressed the importance of ensuring that the entire human resource of the institution be brought together to cater to the norms of interdisciplinarity and multi-disciplinarily. As a result, the Sponsoring Agency of Gujarat Vidyapith and its Board of Management**

**took a decisive step in bringing all the programmes on one campus. It was successfully implemented.**

**3. The entire appraisal system was successfully shifted to online mode in April 2023 to ensure quick responses. Training sessions were organized for all the stakeholders in filling up the appraisal forms and their evaluation process.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

- **Gujarat Vidyapith has its genesis in safety and empowerment for girls from remote and marginalized backgrounds seeking higher education. Parents from the hinterlands have made the institute their preferred choice due to its unwavering commitment to the safety and security of its female students.**
- **The active Women Development Cell along with the Internal Grievance Redressal Cell on all three campuses organizes mentoring events and sensitization programmes at hostels and at departments. Prioritizing safety, the campus has boundary walls and surveillance cameras installed adequately.**
- **Students require permission to leave, and any form of ragging is strictly prohibited, and closely monitored by vigilant faculty and staff. Senior students warmly embrace newcomers, fostering a welcoming and homely atmosphere. Additionally, all three campuses are equipped with hospitals, staffed by trained medical personnel, and equipped with ambulances for emergencies.**
- **The institute has special counseling rooms within hostels and departments to address career, personal, and mental health concerns. Expert lectures and workshops further enhance the counseling services.**
- **Common rooms are equipped with televisions and audio systems and host various activities, promoting a culture of sharing and mutual care.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File] |
| Annual gender sensitization action plan(s) | http://iqac.gujaratvidyapith.org/AQAR/2022 23/7-1-1-B.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information | http://iqac.gujaratvidyapith.org/AQAR/2022 23/7-1-1-C.pdf |

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

**A. Any 4 or All of the above**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File] |

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

**Waste Management at Gujarat Vidyapith is a comprehensive and eco-conscious endeavor:**

- **Solid Waste Management: The Ahmedabad and Sadra campuses employ biogas facilities to convert human, animal, and organic waste into a valuable source of fuel for hostels and canteens. Regular composting is practiced at all three campuses. Non-biodegradable waste is meticulously sorted and managed through collaboration with the municipal collection system.**
- **Liquid Waste Management: Underground drainage systems equipped with absorption pits effectively manage liquid waste in hostels, residential areas, and departments. The waste water filtration plant has been installed at Sadra campus.**

- **Biomedical Waste Management:** All campuses have implemented organized systems for the collection and proper disposal of biomedical waste, ensuring the safe handling of such materials.
- **E-Waste Management:** The institute places great emphasis on raising awareness about e-waste and encourages reuse while adhering to energy efficiency standards.
- **Waste Recycling System:** Organic waste is transformed into organic manure, fostering the growth of plants and vegetables. The Gobar Gas Plant generates biogas from biodegradable waste, further contributing to sustainability.
- **Hazardous Chemicals and Radioactive Waste Management:** Gujarat Vidyapith is committed to reducing the use and production of harmful pollutants, ensuring responsible handling of hazardous materials.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**　　**A. Any 4 or All of the above**

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

**7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**

    **D. Any 1 of the above**

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

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

**7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

    **A. Any 4 or all of the above**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

- **Gujarat Vidyapith is deeply dedicated to Gandhian ideology**

and places a strong emphasis on character development and cultivating tolerance and harmony towards cultural, geographical, regional, linguistic, communal, and socio-economic diversities among its students.

- To raise awareness and promote these values, the institute regularly conducts lectures, seminars, webinars, etc. Noteworthy programs, such as Udyog activities, Gramjivan Padyatra/ Shibirs, Swabhiman Scholarship, and various extension activities including NSS camps, are thoughtfully designed by renowned academicians and experts who prioritize social peace and empathy as core educational pillars.

- Gujarat Vidyapith actively engages in rural intervention, organizing initiatives such as de-addiction programs, gender sensitization workshops, medical camps, cultural events, skill development programs, collaborative educational activities, rural upliftment projects, and awareness rallies. Students are engaged in various holistic development activities during summer breaks too.

- Furthermore, Gujarat Vidyapith actively participates in various government initiatives, such as Swachh Bharat Mission, Unnat Bharat Abhiyan, Beti Bachao-Beti Padhao Abhiyan, Saksharta Abhiyan, and the Students Start-up and Innovation Policy Program.

- By creating an inclusive environment, the institute nurtures responsible, empathetic, and socially conscious citizens who play an integral role in building a better society and nation.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

- Gujarat Vidyapith is a distinctive institution that finds its roots in Gandhian principles such as truth, nonviolence, the dignity of labor, religious equality, prioritizing rural education, and employing the mother tongue as the medium of instruction. Its motto, "Sa Vidya Ya Vimuktaye" ("Knowledge is that which liberates us"), underscores its commitment to education that empowers and enlightens.

- The institution imbibes in its students a profound commitment to the reconstruction of the nation based on Gandhian principles. Independence Day, Republic Day, and Gandhi Jayanti are celebrated in unique and meaningful ways.

On these days, staff and students take oaths towards constitutional and national obligations wearing white Khadi, symbolizing self-sufficiency and nonviolence. The flag hoisting by a 'Category-D' employee is a unique practice observed in the institution. Daily prayers and spinning activities further inculcate a sense of responsibility among students as Indian citizens.

- The institution proudly upholds the tradition of Sarvadharma Prarthana (Prayer Respecting All Religions) and Sanghgan, fostering inclusivity at every program and meeting.
- Important days, including Constitution Day, National Consumer Awareness Week, Human Rights Week, International Women's Day, Indigenous Peoples Day, etc. are celebrated with zeal to promote a sense of duty and awareness within the campus community.
- Click the link for supporting documents: http://iqac.gujaratvidyapith.org/AQAR/202223/7-1-8.pdf

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

| File Description | Documents |
| --- | --- |
| Upload relevant supporting document | [View File](#) |

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

Gujarat Vidyapith places a profound emphasis on commemorating national and international events and festivals throughout the year. This practice serves a multifaceted purpose, including the infusion of cultural values, traditional knowledge, and spiritual beliefs in students, fostering an ethical organizational culture within the institution. It also instills a sense of responsibility among students to safeguard, preserve, and propagate Indian culture while promoting cross-cultural understanding through the celebration of international days.

Key events and national/international commemorative days celebrated at Gujarat Vidyapith encompass a wide spectrum:

- Birth and death anniversaries of prominent figures such as Mahatma Gandhi, Swami Vivekananda, Subhashchandra Bose, Dr. Ambedkar, and others.
- Significant national events like Republic Day, Independence Day, National Girl Child Day, National Consumer Awareness Day, Constitution Day, and more.
- International observances, including International Yoga Day, World Environment Day, World Water Day, International Labour Day, World Population Day, International Mother Language Day, International Indigenous Peoples Day, International Women's Day, Human Rights Day, and more.
- Cultural events, festivals, and various awareness days.

Through these meaningful celebrations, Gujarat Vidyapith strives to nurture a holistic education that seamlessly integrates cultural, social, and ethical values into the academic journey of its students. This, in turn, fosters a deeper connection to their heritage and imparts a sense of global awareness and responsibility, enriching the educational experience and preparing them to be conscientious global citizens.

| Part B |
| --- |

**CURRICULAR ASPECTS**

**1.1 - Curriculum Design and Development**

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

- **Curricula development in Gujarat Vidyapith is done by the individual departments keeping in mind the latest trends in the discipline across the globe. At the same time, the curricula of Gujarat Vidyapith reflect different aspects of Gandhi's thoughts and actions. All the departments in the institution understand the historical character of the institution and ensures that the curricula address the local and regional issues of the students of Gujarati. Following Gandhi's ideals of imparting education in the mother tongue, Gujarati language remains the medium of instruction in most of the programmes. But at the same time, the institution is moving towards the concept of multi-lingual classroom as envisioned in NEP 2020.**
- **Apart from the local and regional issues, the curricula also reflect the national and global needs in today's world and marketplace. The institution is conscious of the fact that the students of today must become global citizens. This is reflected also in the learning outcomes of the programmes and the courses. The programmes and courses are designed in such a way that students can go back and work for the uplift of their own villages as well as become an efficient worker in today's global workplace.**

| File Description | Documents |
| --- | --- |
| Upload relevant supporting document | [View File](#) |

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

**15**

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

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

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

**229**

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

**1.2 - Academic Flexibility**

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

**11**

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

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

**1**

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

**1.3 - Curriculum Enrichment**

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

- **The curricula of every programme in Gujarat Vidyapith deals with the issues of professional ethics, gender, human values, environment, and sustainability. Professional ethics is taught at any level of research in the institution. Not only the technical aspects such as plagiarism seriously dealt with but also the more important social and ethical values are an integral part of the institution. The findings of the field research or area-specific research are shared with the communities and societies from where the data was collected. The Research Ethics Committee takes care of ensuring that professional ethics have been followed in the research.**
- **Gender and human values are part of every single programme of the institution. Most of the programmes offer one or more courses where the focus is gender sensitization. Apart from representation in the courses, the institution organizes gender sensitization programmes for its students throughout the year.**
- **Being a Gandhian institution, most of the programmes offer courses on the environment and sustainability. At the undergraduate level, 'Introduction to Environment' is a compulsory course. Many departments, such as Rural Economics or Microbiology, offer specialized courses on environment and sustainability.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

**3**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

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

**2414**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

**743**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

## 1.4 - Feedback System

| 1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni | • **All 4 of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

| 1.4.2 - Feedback processes of the institution may be classified as follows | • **Feedback collected, analysed and action taken and feedback available on website** |
|---|---|

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

## 2.1.1 - Demand Ratio

## 2.1.1.1 - Number of seats available during the year

**2082**

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

## 2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

## 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**750**

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

## 2.2 - Catering to Student Diversity

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

- **Students in Gujarat Vidyapith mostly come from rural localities. As a result, there is a significant difference in their level of education. Orientation program i.e. Abhimukta Karyakram is organized for new students to bridge this gap. In this program, slow learners and fast learners can be distinguished from the students through various activities, besides, since the teacher student ratio in Gujarat Vidyapith is good, it becomes easier to identify the students according to their ability.**
- **Different learning opportunities are provided for slow learner students. As some departments conduct bridge courses, some departments have arranged tutorials in addition to the classroom where the students try to improve the level of the students through different assignments. Also, if a student has difficulty in any subject, she/he can contact the teacher directly.**
- **Efforts are made to develop critical thinking among the fast-learning students. For this, different types of programs are organized like various lecture series, departmental seminars, group discussions, panel discussions etc. Where the student gets acquainted with**

the practical aspect of his subject.

- The prayer hall is a forum where students can present their views. Students can interact with the eminent scholars and constructive workers, working at different levels in the society.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link For Additional Information | https://gujaratvidyapith.org/AnnualReports/Annual_Report_2022-23.pdf |

## 2.2.2 - Student - Full time teacher ratio during the year

| Number of Students | Number of Teachers |
|---|---|
| 2414 | 101 |

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

## 2.3 - Teaching- Learning Process

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

- Various learning processes are used in different courses of the Vidyapith, such as fieldwork, internship, project work, rural-study, educational tour, etc. to develop the ability to examine the subject in tangible situations.
- Experiential learning: The students of various departments, go to the villages for their studies and study the various institutions. The students of Department of Social Work, study their subject in practice in various NGO's working in different areas. Modules are designed to teach different unit parts in different studies.
- Problem Solving: Students in each subject undertake a research project to test theory in practice at post-graduate level and in few subjects the research project also part at under-graduate level. Resulting in an understanding of how to examine their subject in practice and how to solve problems encountered in the process.

- **Participatory Learning: Vidyapith hostels are completely managed by the students, with the role of wardens and their mentor teachers as a guide. Programs like padayatras and village-camps are completely organized and managed by the students. Students have to organize various programs in the village, interact with the people and get familiar with the rural conditions and problems in practice.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

- **Every faculty of the university has ICT resources, where teachers can use it to teach the subject more effectively. In addition to the use of e-resources by teachers in the classroom, e-resource based assignments are also given to students so that students can make extensive use of these types of resources.**
- **There has been significant progress in this field post-Covid as online classes have made it much easier for students to learn and use e-resources like Pathashala, although all these resources are certified by teachers.**
- **Also, some teachers contribute to preparing e-resources by running their YouTube channel where they posted their lectures online for the future generation of learners too. The IQAC issued advisory to the teachers to prepare online audio-video content of their own with the help of audiovisual department of the university. The plan is also afoot to ensure that enough material is available for online courses.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

**2.3.3.1 - Number of mentors**

**101**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

## 2.4 - Teacher Profile and Quality

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

101

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

## 2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

89

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

## 2.4.3 - Total teaching experience of full time teachers in the same institution during the year

## 2.4.3.1 - Total experience of full-time teachers

2256

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

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

3

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

**2.5 - Evaluation Process and Reforms**

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

**30**

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

**30**

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

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

**138**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

- **The institution is transitioning to an entirely online examination process.**
- **Processes including filling up examination forms, publishing results, convocation applications, and transcriptions are now conducted online.**
- **The Academic Bank of Credit has become an integral part of the examination system.**
- **Some examinations, like the Ph.D. entrance exam, are conducted online, with the entire process being digital.**
- **Efforts are underway to introduce machine-based processes for speed and accuracy in the entire examination system.**

- **There are plans to implement the E.R.P. system in the coming year, with ongoing work in progress.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

| **2.5.4 - Status of automation of Examination division along with approved Examination Manual** | **A. 100% automation of entire division & implementation of Examination Management System (EMS)** |
|---|---|

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

## 2.6 - Student Performance and Learning Outcomes

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

- **The institution has clearly defined program outcomes, program-specific outcomes, and course outcomes. Course outcomes undergo assessment through both continuous evaluation processes and semester-end examinations. The continuous evaluation involves various components such as assignments, seminars, debates, quizzes, and field assignments.**
- **The evaluation process takes into account the specified course outcomes. The entire department reviews program outcomes, assessing whether students have demonstrated most or all of the program-specific outcomes through their engagement in various activities and programs. This assessment spans six semesters at the undergraduate level and four semesters at the postgraduate level.**
- **Evaluation of generic program outcomes occurs through students' participation in institutional activities like community living, supporting peers, showcasing handicraft skills, maintaining cleanliness, and actively engaging in morning assemblies. Students' performance is also assessed during extension programs such as NSS camps and Gram Jeevan Yatra. These initiatives provide an opportunity to gauge whether students have developed a**

sufficient level of empathy for societal issues and are willing to contribute to community welfare.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

- The institution conducts program outcome assessments at the conclusion of each program, with evaluations taking place after three years for undergraduate programs and after two years for postgraduate programs. These evaluations encompass students' participation in extension activities like NSS camps and Gram Jeevan Yatras.

- The assessment specifically considers interpersonal communication skills, adaptability in challenging circumstances, and students' empathy towards the less privileged in society. Program-specific outcomes undergo annual evaluations and are also assessed at the program's conclusion. This evaluation relies on students' performance across all semesters, ensuring they have achieved the designated outcomes for their specific programs.

- Course outcomes, including critical thinking and self-reflection, are assessed every semester through continuous evaluation processes and end-of-semester examinations. The resulting mark sheet encompasses these evaluations, incorporating course assessments along with essential attributes of graduates, such as critical thinking, readiness to collaborate with communities, and a demonstrated level of empathy for all segments of society.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

**2.6.3 - Number of students passed during the year**

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

820

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

**2.7 - Student Satisfaction Survey**

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

http://iqac.gujaratvidyapith.org/IQAC/Feedback-22-23-01.pdf

**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

- **Gujarat Vidyapith has a well-established research policy, prominently displayed on the institutional website to familiarize new researchers with the research environment. The institution's research endeavors encompass applied sciences, social sciences, humanities, and community engagements. Upon enrolling in research programs, new scholars participate in an orientation program that not only covers research methodologies but also emphasizes the institution's research ethics and policies.**
- **The institute's research infrastructure includes libraries, research laboratories (covering physics, chemistry, microbiology, biotechnology, biogas, physiology, and computer science), unrestricted internet access, and dedicated workstations. The extensive library collection comprises over 600,000 books and 80 print journals, complemented by access to over 7,000 e-journals and international databases. Continuous upgrades are implemented in all laboratories to maintain the standards of quality research.**
- **Gujarat Vidyapith is dedicated to upholding research ethics, advocating for the sharing of research findings with target groups. This commitment has fostered a trusting relationship between the institution and society at large.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

`00`

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

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

`2`

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

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

`10`

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

| | |
|---|---|
| **3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre  Art Gallery** | `A. Any 4 or more of the above` |

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

00

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

## 3.2 - Resource Mobilization for Research

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

1.15

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

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

73.44

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

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

0.09

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

## 3.3 - Innovation Ecosystem

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

- **The institution has successfully cultivated an environment that fosters innovation, exemplified by the various knowledge transfer initiatives. An integral component is the SSIP (Student Startup and Innovation Policy) Cell, functioning as a nurturing hub for aspiring entrepreneurs and innovators.**
- **Annually, the SSIP Cell organizes numerous awareness programs to inspire students and scholars to contemplate the value they can add to the daily lives of people and communities. The Cell equips students with the necessary tools and knowledge systems to navigate the entrepreneurial landscape, providing each student enrolled in the innovation start-up with a mentor.**
- **The institution is dedicated to motivating students to channel their innovative ideas, especially those addressing critical problems with market potential. This proactive approach not only empowers students to transform their creative concepts into viable ventures but also contributes to the broader innovation ecosystem by facilitating the creation and transfer of knowledge.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

50

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

50

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

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

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

3

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

**3.4 - Research Publications and Awards**

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

| | |
|---|---|
| **3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following** <br><br> 1. Inclusion of research ethics in the research methodology course work <br> 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc) <br> 3. Plagiarism check <br> 4. Research Advisory Committee | **A. All of the above** |

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

| | |
|---|---|
| **3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter /** | **C. Any 2 of the above** |

**website**

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

**3.4.3 - Number of Patents published/awarded during the year**

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

`00`

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

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

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

`46`

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

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

`117`

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

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

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

```
40
```

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

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

`D. Any 2 of the above`

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

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

| Scopus | Web of Science |
|---|---|
| 8 | 2 |

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

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

| Scopus | Web of Science |
|---|---|
| 1 | 0 |

| File Description | Documents |
|---|---|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | **No File Uploaded** |

## 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

**Gujarat Vidyapith provides consultancy services primarily focused on rural areas and does not levy any fees for these services, making them accessible to the community. As the communities are economically backwards, the institution provides all its consultancies free of cost as it is committed to the uplift of the grassroots on the Gandhian principles. However, recently few efforts have been made to share revenue with the faculty members who get consultancy. A well deifined Consutancy Policy is in process.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

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

**11.41**

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

## 3.6 - Extension Activities

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

- **Throughout the academic year 2022-23, various units of Gujarat Vidyapith engaged in extension activities in**

Motipura, Rajpur, Madhavgadh, Kalyanpura, and Sourabhpura villages in the Gandhinagar district. These activities significantly impacted the holistic development and social awareness of students. The initiatives included organizing blood donation drives, BMI awareness campaigns, Fit India Runs, Swachh Bharat cleanliness efforts, and tree plantation programs.

- The blood donation camps not only addressed a crucial societal need but also cultivated values of empathy and compassion among students. BMI awareness initiatives promoted a culture of healthy living, while the Fit India Run encouraged physical fitness. Swachh Bharat campaigns contributed to improved local hygiene and living conditions, and tree plantation drives played a role in environmental conservation.
- These activities sensitized students to pressing social issues within their communities, fostering a deeper understanding of the challenges faced by marginalized groups. Students actively participated in community development, acting as catalysts for positive change.

| File Description | Documents |
| --- | --- |
| Upload relevant supporting document | [View File](#) |

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

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

**2**

| File Description | Documents |
| --- | --- |
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

**72**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

**2414**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

**3.7 - Collaboration**

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

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

**76**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

**26**

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

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

- **The Ahmedabad campus, covering 27.65 acres, the Sadra campus, extending over 37.80 acres, and the Randheja campus, spanning 32.28 acres, collectively contribute to its academic excellence. These campus developments epitomize meticulous adherence to stringent regulatory standards and guidelines, ensuring that the infrastructure is not merely substantial in size but fully equipped to meet the highest educational standards.**
- **Within these sprawling campuses, students and faculty benefit from an array of state-of-the-art facilities, including well-appointed classrooms, seminar halls, computer labs, and faculty offices. A key highlight is the integration of modern technology into the teaching-learning process, exemplified by 65 Technology-Enabled classrooms and halls. These spaces feature LAN/Wi-Fi connectivity and LCD projectors, facilitating a diverse range of programs, from educational seminars to extracurricular activities hosted in a well-equipped auditorium.**
- **At the heart of Gujarat Vidyapith lies has extensive collection surpasses 6 lakh books, encompassing volume sets, rare texts, and valuable reference materials.**
- **To cater to the evolving academic and research needs of students, each of the three campuses features a well-appointed computer center. These campuses are interconnected through a wireless internet network, enhancing communication and enabling seamless access to online resources.**
- **Notably, the rural campuses also offer a wealth of facilities, including furnished lecture halls and prayer rooms, all diligently maintained and sufficiently equipped. In various academic blocks, a total of 7 multipurpose halls serve as versatile venues for seminars and community prayers, designed to accommodate the diverse needs of the campus community.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor,

outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

- Gujarat Vidyapith plays a pivotal role in empowering students to unlock their full potential. At its core, the institution is driven by a mission to nurture individuals who embody not just physical vitality but also mental resilience and professional acumen, all dedicated to contributing to the betterment of society.
- Gujarat Vidyapith excels in providing a ground for a variety of outdoor sports including kabbadi, kho-kho, cricket, badminton, basketball, volleyball, handball, and netball. The Sadra campus elevates this sporting prowess with a cutting-edge auditorium, a well-equipped gymnasium, and an expansive open stadium, all designed to sharpen students' competitive edge. Indoor sports enthusiasts find their haven with facilities for tennis, carom, and weight-lifting, complemented by a specialized sports laboratory dedicated to fitness and wellness testing.
- The institution thrives on a vibrant schedule of cultural events, sports competitions, and government-mandated physical examinations. At the heart of this, steered by adept instructors and brimming with a wide array of sports and top-tier equipment. The Auditorium, Yoga Centre, Gym, and Swimming Pool further enrich the overall well-being of students.
- Cultural activities are actively fostered to promote leadership, teamwork, and personal growth. Gujarat Vidyapith consistently hosts an array of cultural events and contests throughout the academic year. To support these endeavors, multipurpose halls and department-specific facilities are readily available, catering to cultural events, yoga sessions, indoor and outdoor games, and sports activities. This comprehensive infrastructure is a testament to the institution's dedication to holistic education and the holistic development of its students and faculty.

| File Description | Documents |
| --- | --- |
| Upload relevant supporting document | [View File](#) |

4.1.3 - Availability of general campus facilities and overall ambience

- Gujarat Vidyapith provides separate hostels, ensuring comfortable and secure accommodations for both male and

- female students. These standard hostel rooms are well-appointed with essential amenitiesto ensure a comfortable stay. Additionally, the hostels feature dedicated spaces for computer use, recreational activities, quiet reading, and common gatherings,campus experience.
- The continuous supply of water and electricity,eco-friendly solar water heaters and efficient steam cooking facilities, underscores the institution's commitment to sustainability and energy conservation.
- The provision of comprehensive medical and para-medical services available at on-campus health centers. These facilities not only cater to medical needs but also emphasize health education, encouraging students and the wider community to adopt a healthy lifestyle.
- For visitors, Gujarat Vidyapith boasts a well-equipped guest house with essential amenities, including a conference room, dining hall, Wi-Fi-enabled roomsand a comfortable rest area. The institution's canteens offer a variety of nutritious meal options for breakfast, lunch, and dinner, ensuring that guests are well taken care of.
- Across all campuses, convenient access to natural water coolers is available. Banking and ATM services are within easy reach. Sustainable energy practices with the integration of solar rooftop facilities, particularly in the Ahmedabad campuses. To promote the use of Khadi products, students and teachers have ready access. The institution maintains a fleet of buses and vehicles to support academic, research, and outreach activities, making transportation hassle-free.
- Furthermore, the campuses are designed with inclusivity in mind, featuring ramps, lifts, disabled-friendly restrooms, and wheelchairs to facilitate the mobility and comfort of differently-abled individuals.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

418.61

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

**4.2 - Library as a Learning Resource**

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

The Gujarat Vidyapith library has a vast collection of over 600,000 items, including books, reference materials, copyrighted works, children's literature, rare books, manuscripts, and journal volumes. To efficiently manage its daily operations, the library has implemented the SOUL 2.0 integrated library management system developed by INFLIBNET (IUC-UGC). The library initially used an in-house software system based on the Sybase Database, but later transitioned to SOUL 1.0. Subsequently, the library successfully migrated its data to the upgraded SOUL 2.0 version.

Currently, the library is fully automated using SOUL 2.0. All items are barcoded for streamlined book issuance and return processes, including user membership cards.

The library also has an in-house digitization facility lab established with the support of INFLIBNET Centre. The lab has a server, nine high-end PCs with scanners, and internet connectivity. It has played a vital role in digitizing over 500 theses, which are now available on both the institutional repository and the Shodhganga platform. Additionally, the library collaborated with the Centre for Development of Advanced Computing (C-DAC) to digitize more than 32,000 books. Moreover, the library has digital copies of 627 rare manuscripts and over 800 documents related to Gandhian literature.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

| | |
|---|---|
| **4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga** | A. Any 4 or all of the above |

**Databases**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

**3.29**

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

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

**163**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

**4.3 - IT Infrastructure**

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

**107**

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

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

- **The Institute's firmly established policy for the seamless integration of technology and the delivery of ICT-enabled services to all its stakeholders. This policy sets a comprehensive framework for the seamless integration of ICTinto every facet of the institution's**

- operations, with specific protocols for managing ICT infrastructure.
- The Institute's unwavering commitment to technology is evidenced by its robust campus network, encompassing over 1100 nodes, and its widespread Wi-Fi service, ensuring connectivity throughout the campuses. Routine upgrades and replacements of aging computer systems guarantee that students, researchers, and faculty have access to cutting-edge computing resources. Key governing bodies, including the Digital Learning Monitoring Cell, ICT Purchase Committee, and ICT Policy Implementation Committee, play a pivotal role in streamlining ICT development processes.
- The ICT Policy adheres to core principles such as accessibility, cost-effectiveness, efficiency, relevance, transparency, privacy, accountability, sustainability, learner-centric methodologies, alignment with pedagogical objectives, and an unwavering commitment to maintaining the highest standards of quality assurance.
- ICT applications are systematically categorized, encompassing critical areas like system administration, research, teaching and learning, student assessment, support services, community engagement, student data management, hrd, networking, and quality assurance. Recognizing the pivotal role of skill development in harnessing technology effectively and is dedicated to capacity building.
- Moreover, the Institute actively promotes the use of free and open-source software, fostering an environment of innovation and collaboration as it relentlessly pursues excellence in technology for educational advancement.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

## 4.3.3 - Student - Computer ratio during the year

| Number of students | Number of Computers available to students for academic purposes |
|---|---|
| 2414 | 710 |

| **4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)** | - ?1 GBPS |
|---|---|

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

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

**4.4 - Maintenance of Campus Infrastructure**

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

**127.68**

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

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

- **The Estate Department bears the responsibility of upkeeping all the campuses and buildings, with a skilled maintenance workforce encompassing plumbers, pump operators, electricians, carpenters, and more. When it comes to substantial repairs and major maintenance projects,these efforts through external contractor agreements, while smaller-scale are efficiently managed internally.**
- **For security operations, the institution has opted for outsourced arrangements with non-skilled employees. This external workforce, operating under limited contractual commitments, is entrusted with maintaining classrooms, guest houses, the campus grounds, as well as seminar and halls. The central library is efficiently run by a**

- dedicated team of librarians and support staff, ensuring the availability of instructional materials.
- In-house maintenance of personal computers, vital software, and various peripherals utilized across Gujarat Vidyapith departments falls under the purview of the computer department, USIC, and system personnel. Remarkably, the institution's commitment to cost-effectiveness is underscored by its unique approach; it foregoes the use ofAMCfor its ICT assets and instead relies on a "learning by doing" initiative to achieve savings.
- Within the Science Department, laboratories are overseen by qualified educators serving as lab in-charges, complemented by Lab Assistants and attendants. The Physical Director takes charge of sports facilities and ensures equipment distribution in accordance with activity schedules. Safety is paramount, with strategically positioned fire extinguishers throughout the structures.
- To maintain internet connectivity and oversee the CCTV security system, a dedicated network and system management team has been put in place, complemented by the recruitment of security personnel to safeguard the entire facility.

| File Description | Documents |
| --- | --- |
| Upload relevant supporting document | [View File](#) |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

**2157**

| File Description | Documents |
| --- | --- |
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

**5.1.2 - Total number of students benefited by career counselling and guidance for**

competitive examinations offered by the Institution during the year

653

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

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

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

| 5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees | • All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

**5.2 - Student Progression**

**5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)**

**5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year**

**43**

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

**5.2.2 - Total number of placement of outgoing students during the year**

**141**

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

**5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year**

**354**

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

**5.3 - Student Participation and Activities**

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

**26**

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

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

- **The Gujarat Vidyapith Student Council operates at the campus level, with each unit in every campus having its**

- own council. Each class elects a representative, while the entire unit selects a president and vice president. The council functions through various committees, each led by a secretary. Notable committees include sports & games, cultural, broadcasting, literary, health, morning assembly, and NSS committees. These committees play a crucial role in organizing day-to-day campus activities and special programs throughout the year.
- Committee members are responsible for reporting any student-related issues to the relevant authorities. Regular meetings are conducted to address student problems and determine the types of programs needed for student improvement. The student council offers diverse platforms for students to showcase their skills and talents across various activities. Despite limitations imposed by the Covid-19 pandemic, some activities were organized following safety protocols. The student council also arranged sessions for students to raise awareness about the Covid-19 pandemic in their villages and localities.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

83

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

## 5.4 - Alumni Engagement

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

- Many departments at Gujarat Vidyapith maintain their own alumni associations, with some, like computer science and social work, being officially registered, while the majority remain unregistered. Alumni actively participate in departmental activities by providing suggestions for syllabus development and making financial contributions.

- Given that numerous alumni are employed in the corporate sector, they offer valuable feedback on the skills and knowledge required in the market, acting as a vital link between the institution and market demands. This feedback is usually conveyed during their visits to the department.
- Alumni also contribute financially towards the fees of current students. The social work alumni association allocates Rs. 20,000 annually to assist students facing financial challenges with their fees. The microbiology alumni association provided essential guidance to students dealing with Covid-19 patients and laboratory testing procedures during the pandemic. The computer science alumni, along with lifelong learning, conducted various online programs to impart relevant professional skills to current students.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

D. 1 Lakhs - 3Lakhs

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The vision and mission of Gujarat Vidyapith has been clearly stated and it is published in its annual reports and students' diaries every year. The same has also been displayed prominently in different buildings of the institute. Gujarat Vidyapith is committed to providing such an education which turns its graduates into social workers committed to serving the society at the grassroot level. This vision and mission are reflected in the academic programmes of the institute as most of the programmes offer courses which have a direct bearing on rural societies. Most importantly, Gujarat Vidyapith offers most of its programmes in the mother tongue to ensure that

students of the marginal communities should not be deprived of higher education. The community engagement and extension programmes of the institution such as Gram Jeevan Yatra and NSS activities are also geared to rural societies.

The management of the institution is committed to blend its vision with the changing social and market dynamics. The administration has taken up many steps during the academic year to overall its organizational structure to achieve maximum efficiency of its human resources. From the academic year 2023-24, the Gujarat Vidyapith will function on a single campus.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

The leadership in Gujarat Vidyapith is dispersed at multiple levels. The Vice Chancellor is the head of the institute whereas the registrar acts as a head of the administrative set-up. But no decision is taken without the participation of teachers at each level. The Departmental Advisory Committee (DAC) consists of every teacher in the department. The HoD cannot take any decision without putting it first in the DAC. Similarly, each HoD represents the opinion of the entire department at the level of the faculty. The Dean of each faculty must consult each HoD before coming to any decision. Similarly, the two rural campuses of Gujarat Vidyapith enjoy a lot of freedom in its activities at the campus level. The rural campuses are supervised by the campus coordinators. These coordinators are part of most of the crucial decision-making bodies of the institute such as Gujarat Vidyapith Sponsoring Agency.

Apart from the teachers, students are also part of the decision-making process in the smooth functioning of the co-curricular and extra-curricular activities of the institute as well as in the functioning of all the hostels in the institute.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

**6.2 - Strategy Development and Deployment**

6.2.1 - The institutional Strategic plan is effectively deployed

- **The most important strategic plan for the year 2022-23 was to finish NAAC Peer Team Visit. In order to achieve this, all the departments of the institution got their documentation ready by the middle of June 2022. Different committees were set up to ensure that the entire operation runs smoothly. Both teachers, non-teaching staff, and students participated actively in all the activities related to the NAAC Peer Team visit.**
- **NAAC Cycle – 2 exercise, the institution geared itself towards implementation of NEP 2020 from the academic year 2023-24. A committee under a nodal officer is set up to prepare a roadmap for implementation. The committee held many meetings during the course of the year and by April 2023, the entire framework along with the syllabi of first two semesters were ready. It became possible through brainstorming by the teaching staff at the departmental level as well as faculty level.**
- **The institution also made a strategic decision of bringing all the programmes on a single campus to ensure interdisciplinarity and multidisciplinary academic environment. By the end of the academic year, all the modalities of a single campus as well as the framework for the implementation got ready.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

- **All the academic and administrative bodies have their own clearly defined policies and executive responsibilities. The vice chancellor is the overall executive head of the institution, and the registrar is responsible for all the administrative management of the institute. The important bodies of the institution are the Board of Management, Executive Council, Higher Education Planning and Monitoring Committee, Finance Committee, Academic Council, and Grievance Redressal Committee. To ensure smooth functioning of the academic and administrative set-up, the BoM of the institution set up 12 different**

**branches to deal with administrative issues.**

- **The service rules and regulations follow UGC and DoPT guidelines wherever they are applicable. All the academic appointments are made according to the norms of UGC and appointments in the administrative section follow DoPT norms. Apart from these, the institute also has a policy for recruitment of ad-hoc people in category IV whose salaries are paid by the Gujarat Vidyapith Sponsoring Agency. Advertisements for various categories are published in prominent local and national dailies apart from being put up on the institutional website.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

| 6.2.3.1 - e-governance is implemented covering following areas of operation | **A. All of the above** |
|---|---|
| 1. Administration<br>2. Finance and Accounts<br>3. Student Admission and Support<br>4. Examination | |

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | [View File](#) |

## 6.3 - Faculty Empowerment Strategies

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

- **Gujarat Vidyapith has designed and implemented 14 different kinds of appraisal forms for various categories of staff members. Annual Performance Appraisal Reports (APAR) are collected from the staff members after the end of every financial year. These reports cover all aspects of the work as well as the living environment of the institution. An employee is expected to fill in the form and submit it to the immediate superior. For instance, a teaching staff's APAR will go to the respective HoD and then to the Dean of the faculty and then to the**

coordinator of the campus. After their comments, the final authority is the vice chancellor for the teaching staff. The final authority for non-teaching staff is the registrar. The APAR with all the comments and signatures is then sent back to the respective employee by e-mail within six months of the submission by the employee.

- All APARs are filled online only and their verification is also done electronically only.
- The promotional avenues for the teaching staff are CAS and direct recruitment according to the UGC norms. The promotional avenues for non-teaching staff are as per the rules of DoPT.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

00

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | No File Uploaded |

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

00

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | No File Uploaded |

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

38

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

## 6.4 - Financial Management and Resource Mobilization

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

**Most of the students of Gujarat Vidyapith come from economically deprived communities. The education fees and hostel fees are kept at a minimal level so that students do not have to leave their studies mid-way. Apart from the scholarship given by the state government, the institution also provides scholarships to those students who do not get any other scholarship. To instill a sense of independence and pride among the students, the institution also offers Swabhiman Scholarship where students are given some manual work on the campuses for around 30 hours in a month. Students are paid at the rate of Rs. 40 per hour. The monthly emolument covers their food bill. Students also work in the institute during the summer vacation where they work for 8 hours every day, and they earn upto Rs. 16000/- which is enough to take care of their education and hostel mess fees.**

**The institution rents out its properties such as seminar halls and canteen facilities to other organizations for nominal fees. The fees are used for the upkeep of the institutional properties.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

**3.00**

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

## 6.4.3 - Funds / Grants received from non-government bodies, individuals,philanthropists

**during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)**

00

| File Description | Documents |
|---|---|
| Upload the data template | [View File](#) |
| Upload relevant supporting document | **No File Uploaded** |

6.4.4 - Institution conducts internal and external financial audits regularly

Gujarat Vidyapith carries out internal and external financial audits regularly. All the bills for payment are audited internally before the payment. Another internal audit is done after the payment. The internal audit of the institution is carried out by the accounts department of the institution twice a year. The next step is a statutory audit which is done by a Chartered Accountant (CA). Any quarry raised during these audits are answered by the Registrar and the accounts department of the institution.

From the year 2003 onwards, the office of the Accountant General (AG) of Gujarat also audits the financial matters of the institution. If there are any discrepancy in the accounts, AG sends half-margin paragraphs to the institution seeking explanation. Such objections are taken up by the Registrar and the accounts department who provide explanations. These explanations are also tabled in the appropriate bodies of the institution. If the AG is satisfied with the response, the objection is dropped otherwise the matter is reported to the office of Comptroller and Auditor General (CAG) which in turn seeks clarifications from the institution. These clarifications are provided by the Registrar.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

## 6.5 - Internal Quality Assurance System

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

**1. Providing inputs to the departments in preparing the structure of NEP 2020**

As the institution decided to work positively towards the implementation of NEP 2020 from the academic year 2023-24, IQAC organized meetings with deans and heads of departments to ensure that everyone understands the basic structure and aims of NEP 2020. The IQAC helped the team set-up for putting together an institutional structure for the implementation of NEP 2020.

**2. Assisting to setup the different branches**

IQAC helped the institution in its administrative restructuring. Twelve different administrative branches were created to ensure the smooth functioning of the institution. The IQAC was instrumental in putting together the SOP for each branch. This exercise also ensured that everything is in working order before all the campuses of Gujarat Vidyapith are merged and brought into one place to ensure effective implementation of NEP 2020.

**3. Assisting in preparation of Research Policy**

IQAC helped Research and Development Council to draft of new research policy of Gujarat Vidyapith and it was sent for wider consultation among the academic staff of the institution.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |

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

| File Description | Documents |
|---|---|
| Upload the data template | [View File]() |
| Upload relevant supporting documment | [View File]() |

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

**1. The IQAC has ensured that all the modalities for the implementation of NEP 2020 from the academic year 2023-24 is complete before May 2023. The IQAC conducted a series of meetings in collaboration with Board of Management, Academic Council, Academic Branch, and the Examination Branch to ensure that the structure for NEP 2020 is put into place and all the departments can come up with the Learning Outcome Based Curriculum. This was achieved successfully.**

**2. To ensure successful implementation of NEP 2020, IQAC stressed the importance of ensuring that the entire human resource of the institution be brought together to cater to the norms of interdisciplinarity and multi-disciplinarily. As a result, the Sponsoring Agency of Gujarat Vidyapith and its Board of Management took a decisive step in bringing all the programmes on one campus. It was successfully implemented.**

**3. The entire appraisal system was successfully shifted to online mode in April 2023 to ensure quick responses. Training sessions were organized for all the stakeholders in filling up the appraisal forms and their evaluation process.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File]() |

**INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 - Institutional Values and Social Responsibilities**

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

- **Gujarat Vidyapith has its genesis in safety and empowerment for girls from remote and marginalized backgrounds seeking higher education. Parents from the hinterlands have made the institute their preferred choice due to its unwavering commitment to the safety and security of its female students.**

- **The active Women Development Cell along with the Internal Grievance Redressal Cell on all three campuses organizes mentoring events and sensitization programmes at hostels and at departments. Prioritizing safety, the campus has boundary walls and surveillance cameras installed adequately.**
- **Students require permission to leave, and any form of ragging is strictly prohibited, and closely monitored by vigilant faculty and staff. Senior students warmly embrace newcomers, fostering a welcoming and homely atmosphere. Additionally, all three campuses are equipped with hospitals, staffed by trained medical personnel, and equipped with ambulances for emergencies.**
- **The institute has special counseling rooms within hostels and departments to address career, personal, and mental health concerns. Expert lectures and workshops further enhance the counseling services.**
- **Common rooms are equipped with televisions and audio systems and host various activities, promoting a culture of sharing and mutual care.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File]() |
| Annual gender sensitization action plan(s) | http://iqac.gujaratvidyapith.org/AQAR/202223/7-1-1-B.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information | http://iqac.gujaratvidyapith.org/AQAR/202223/7-1-1-C.pdf |

| **7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy          Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment** | **A. Any 4 or All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File]() |

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

**Waste Management at Gujarat Vidyapith is a comprehensive and eco-conscious endeavor:**

- **Solid Waste Management: The Ahmedabad and Sadra campuses employ biogas facilities to convert human, animal, and organic waste into a valuable source of fuel for hostels and canteens. Regular composting is practiced at all three campuses. Non-biodegradable waste is meticulously sorted and managed through collaboration with the municipal collection system.**
- **Liquid Waste Management: Underground drainage systems equipped with absorption pits effectively manage liquid waste in hostels, residential areas, and departments. The waste water filtration plant has been installed at Sadra campus.**
- **Biomedical Waste Management: All campuses have implemented organized systems for the collection and proper disposal of biomedical waste, ensuring the safe handling of such materials.**
- **E-Waste Management: The institute places great emphasis on raising awareness about e-waste and encourages reuse while adhering to energy efficiency standards.**
- **Waste Recycling System: Organic waste is transformed into organic manure, fostering the growth of plants and vegetables. The Gobar Gas Plant generates biogas from biodegradable waste, further contributing to sustainability.**
- **Hazardous Chemicals and Radioactive Waste Management: Gujarat Vidyapith is committed to reducing the use and production of harmful pollutants, ensuring responsible handling of hazardous materials.**

| File Description | Documents |
| --- | --- |
| Upload relevant supporting document | [View File](#) |

| 7.1.4 - **Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water** | **A. Any 4 or all of the above** |
| --- | --- |

| | |
|---|---|
| **bodies and distribution system in the campus** | |

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

**7.1.5 - Green campus initiatives include**

| | |
|---|---|
| **7.1.5.1 - The institutional initiatives for greening the campus are as follows:**<br><br>1. **Restricted entry of automobiles**<br>2. **Use of bicycles/ Battery-powered vehicles**<br>3. **Pedestrian-friendly pathways**<br>4. **Ban on use of plastic**<br>5. **Landscaping** | **A. Any 4 or All of the above** |

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

| | |
|---|---|
| **7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**<br><br>1. **Green audit**<br>2. **Energy audit**<br>3. **Environment audit**<br>4. **Clean and green campus recognitions/awards**<br>5. **Beyond the campus environmental promotional activities** | **D. Any 1 of the above** |

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

| | |
|---|---|
| **7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms** | **A. Any 4 or all of the above** |

**and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

- **Gujarat Vidyapith is deeply dedicated to Gandhian ideology and places a strong emphasis on character development and cultivating tolerance and harmony towards cultural, geographical, regional, linguistic, communal, and socio-economic diversities among its students.**
- **To raise awareness and promote these values, the institute regularly conducts lectures, seminars, webinars, etc. Noteworthy programs, such as Udyog activities, Gramjivan Padyatra/ Shibirs, Swabhiman Scholarship, and various extension activities including NSS camps, are thoughtfully designed by renowned academicians and experts who prioritize social peace and empathy as core educational pillars.**
- **Gujarat Vidyapith actively engages in rural intervention, organizing initiatives such as de-addiction programs, gender sensitization workshops, medical camps, cultural events, skill development programs, collaborative educational activities, rural upliftment projects, and awareness rallies. Students are engaged in various holistic development activities during summer breaks too.**
- **Furthermore, Gujarat Vidyapith actively participates in various government initiatives, such as Swachh Bharat Mission, Unnat Bharat Abhiyan, Beti Bachao-Beti Padhao Abhiyan, Saksharta Abhiyan, and the Students Start-up and Innovation Policy Program.**
- **By creating an inclusive environment, the institute nurtures responsible, empathetic, and socially conscious**

citizens who play an integral role in building a better
society and nation.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

- Gujarat Vidyapith is a distinctive institution that finds its roots in Gandhian principles such as truth, nonviolence, the dignity of labor, religious equality, prioritizing rural education, and employing the mother tongue as the medium of instruction. Its motto, "Sa Vidya Ya Vimuktaye" ("Knowledge is that which liberates us"), underscores its commitment to education that empowers and enlightens.
- The institution imbibes in its students a profound commitment to the reconstruction of the nation based on Gandhian principles. Independence Day, Republic Day, and Gandhi Jayanti are celebrated in unique and meaningful ways. On these days, staff and students take oaths towards constitutional and national obligations wearing white Khadi, symbolizing self-sufficiency and nonviolence. The flag hoisting by a 'Category-D' employee is a unique practice observed in the institution. Daily prayers and spinning activities further inculcate a sense of responsibility among students as Indian citizens.
- The institution proudly upholds the tradition of Sarvadharma Prarthana (Prayer Respecting All Religions) and Sanghgan, fostering inclusivity at every program and meeting.
- Important days, including Constitution Day, National Consumer Awareness Week, Human Rights Week, International Women's Day, Indigenous Peoples Day, etc. are celebrated with zeal to promote a sense of duty and awareness within the campus community.
- Click the link for supporting documents: http://iqac.gujaratvidyapith.org/AQAR/202223/7-1-8.pdf

| | |
|---|---|
| **7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed** | All of the above |

**on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

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

Gujarat Vidyapith places a profound emphasis on commemorating national and international events and festivals throughout the year. This practice serves a multifaceted purpose, including the infusion of cultural values, traditional knowledge, and spiritual beliefs in students, fostering an ethical organizational culture within the institution. It also instills a sense of responsibility among students to safeguard, preserve, and propagate Indian culture while promoting cross-cultural understanding through the celebration of international days.

Key events and national/international commemorative days celebrated at Gujarat Vidyapith encompass a wide spectrum:

- Birth and death anniversaries of prominent figures such as Mahatma Gandhi, Swami Vivekananda, Subhashchandra Bose, Dr. Ambedkar, and others.
- Significant national events like Republic Day, Independence Day, National Girl Child Day, National Consumer Awareness Day, Constitution Day, and more.
- International observances, including International Yoga Day, World Environment Day, World Water Day, International Labour Day, World Population Day, International Mother Language Day, International Indigenous Peoples Day, International Women's Day, Human Rights Day, and more.
- Cultural events, festivals, and various awareness days.

Through these meaningful celebrations, Gujarat Vidyapith strives to nurture a holistic education that seamlessly integrates cultural, social, and ethical values into the

academic journey of its students. This, in turn, fosters a deeper connection to their heritage and imparts a sense of global awareness and responsibility, enriching the educational experience and preparing them to be conscientious global citizens.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |

## 7.2 - Best Practices

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

- The faculty of physical education and sports sciences has an internship course where all the students are expected to work as interns in different institutions in the capacity of coach or referee or volunteer to understand real life work culture and gain on-the-job experience. Govt. of Gujarat hosted the 36th National Games of India in September and October 2022. This was a prestigious event. The govt. of Gujarat roped in the faculty of physical education and sports sciences of Gujarat Vidyapith for administration and support during the games. Prof. Niraj Silawat of Gujarat Vidyapith was made venue manager of IIT Gandhinagar sports complex where some of the events were organized. Prof. Silawat and other faculty members prepared a list of 145 students who were given special training for working in different capacities during the organization of the event. All the students worked tirelessly throughout the two week of the games and got valuable exposure to the real life management of a sports event. This also gave them opportunity to interact with players of the national level. Also, the govt. of Gujarat paid Rs. 12,80,000/- towards honorarium to all these volunteer-interns.
- http://iqac.gujaratvidyapith.org/AQAR/202223/7-2-1.PDF

## 7.3 - Institutional Distinctiveness

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

- Gandhi Gram Jeevan Yatra is a regular calendar event of Gujarat Vidyapith which aims at giving students exposure to the life, livelihood, culture, and problems faced by

rural population in different parts of Gujarat. Every year, around 120 teams visit around 600 villages of Gujarat. The institution spends lot of money on this programme every year. As the institution found itself in a position where it could no longer fund this activity, faculty of physical education and sports sciences teamed up with the Dept. of Higher Education of govt. of Gujarat. Dept. of Higher Education wanted to reach in different villages of Gujarat to propagate the idea of 'Five Pledges to Make India Great Again' as envisaged by the Honourable Governor Gujarat. But the Dept. did not have the resources to reach in all villages. The faculty of physical education and sports sciences approached the Dept. and offered to take their activities in 75 different villages of Dahegam taluka of Gandhinagar district along with carrying out their own yatra. The Dept. agreed to it and paid Rs. 1,80,000/- towards the entire project. This saved money for the institution and kept the annual event going.

- http://iqac.gujaratvidyapith.org/AQAR/202223/7-3-1.PDF

| 7.3.2 - Plan of action for the next academic year |
|---|

- To implement the NEP 2020 in full-fledged mode. From the academic year 2023-24, it will be comprehensively executed.
- To facilitate the NEP 2020 program, the plan is to move towards a unitary campus.
- To enforce the New Branch structure, and also implement the rules and responsibilities of each Branch in the entire university system.
- To go into the direction of implementing the ERP for academic operations with the support of an IT branch.