SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GUJARAT VIDYAPITH AHMEDABAD

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

For Mahatma Gandhi, the freedom movement of India was not simply for the attainment of political freedom, he envisaged reconstruction of a new society to ensure that the country will never fall back to political slavery to any other power. He understood it clearly that education is the bedrock for creating a new society. So, during the heydays of Non-cooperation Movement when he established the foundation of Gujarat Vidyapith, he had three goals:

(a) To develop a distinctly Indian scholarship to conceptualise the idea of Swaraj and its forms.

(b) To train volunteers to work in rural areas for reconstruction of the villages.

(c) To provide a continuous flow of volunteers for freedom struggle.

After India became free, Gujarat Vidyapith continued with the first two goals. The focus became to prepare social workers who have the vision and zeal for working for the uplift of society from the grassroots. To a large extent, the Institution attained this goal as the alumni went to establish their own social service organizations to work in rural areas focusing on education, agriculture, Khadi, handicraft, and eradication of social evils. In order to recognize the tremendous efforts of its alumni, the Institute honoured them with 'Mahadev Desai Samajseva Puraskar' from early 1990s.

In the current era of untrammelled industrial growth, the mainstream society has digressed far away from Gandhi's ideas. But the tremendous unemployment coupled with destruction of environment has brought Gandhi's vision of the world once again in focus. Gujarat Vidyapith is working to create a vision of non-violent and sustainable society through its educational, research, and extension activities. The Institute clearly believes that its tradition enables it to fulfil its role without falling prey to the misleading narratives of 'growth and development'.

The Institute has been striving to mould the character of the new generation of the students through its focus on community living and dignity of labour. The focus of the Institute is to transform the new generation from consumers to workers who strive to build a new society.

Vision

?? ?????? ?? ?????????

'That which liberates is Knowledge'.

Gujarat Vidyapith visualizes a sustainable non-violent society where every citizen is at peace and harmony with self, fellow human beings and nature (by nurturing self–discipline).

Mission

1.To build character and inculcate the values of equity, tolerance, dignity of labour, and self–reliance.

2.To build skill and encourage productive work as an integral part of education.

3. To educate the youth for social reconstruction in Gram Swaraj framework.

4. To achieve integration between mainstream Higher Education curricula and Gandhian thought, and also strive for academic excellence by conducting relevant research.

5.To establish links with the disadvantaged communities in society through extension activities.

6.To strive for harmonious intercommunity relationship for emotional integration.

7. To promote education in the mother tongue with special emphasis on Hindi– Hindustani.

8. To promote Gandhian thought and practice at national and international level.

9.To preserve, maintain and protect Gujarat Vidyapith as a living Gandhian Heritage which played pivotal role in the Freedom Struggle movements and contributed substantially towards National Education Policy.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Glorious History and Tradition:

The founders of Gujarat Vidyapith had a vision of non-violent and just society. To establish such a society, committed workers with vision, mission, and understanding of grassroots reality were needed. Thus, born the Vidyapith. The traditions were rural-centric. Such traditions have been continued but with a different understanding. Vidyapith has continued with Gandhian ethos while adapting to the changes with time. Technology is not shunned but appropriated according to the ethos.

Commitment to Gandhian Values.

Teachers, the backbone of education at Vidyapith have readiness to work with zeal during the unique programmes like ????????? ????????. For more than a decade, selection committee for a faculty takes into consideration the attitude and aptitude of the applicants, along with academic qualifications. In rural campuses, with many teachers residing on the campus, interaction among students-teachers is harmonious. For support staff, Orientation Progrsamme are organized on induction where Gandhian values are introduced through lectures and practical sessions.

Students' Openness to Gandhian Values

Majority of Gujarat Vidyapith students come from rural and marginalized sections of the society. Most of them are first-generation learners. They do not seem to be very tech-savvy or 'smart', they are yet to be 'polluted'. The traditional values easily blend with the Gandhian values. Hence, the Institute's alumni can clean toilets, operate laptops with equal dexterity, and take on leadership responsibility in the community.

Infrastructure Support

Gujarat Vidyapith has modest but adequate infrastructure. Out of three campuses, Randheja and Sadra outperform Ahmedabad in terms of infrastructural amenities. Our hostels are more tham boarding houses, where the students study and practice self-reliance (??????????). Ahmedabad campus scores in terms of a higher-level Internet facility, one that has become important teaching medium during the Covid-19 pandemic.

Wide Range of Courses Offered under the Choice Based Credit System

The students are able to choose from a wide range of topics that can help in daily life. Topics like understanding of the Constitution, Geriatric Counseling, Telly Accounting, Language Preparedness, Panchayati Raj Institutes, Non-governmental Organization Management etc. would help student of any discipline in future life.

Institutional Weakness

Gradual Shift from ???? to Employee (????????)

Gandhiji set model of leadership of those who serve the society. He expected others to follow the suit. Over time, physical needs have increased because of consumerism resulting in declining spirit of service. Most have assumed the role of paid employees under the formally prescribed rules. Its reputation in society has also been adversely affected.

Less Contribution to Mainstream Academic Debates.

Gujarat Vidyapith imparts teaching in mother-tongue. In-breeding of 37% of teaching staff reflects lthe ack of eternal exposure. Significant number of teachers joined Orientation and Refresher Courses within the state. Limited exposure has given a myopic view of issues. The academic contribution of the teachers in the mainstream, as well as subaltern studies is not very significant.

Inadequate Intra-linkages

The Institute has been operating in fields of social service, besides education like Tribal Research Institute, Center for Equity and Development, Bhartiya Bhasha Bhavan, Naturopathy Centre, Panchayati Raj Training Centre. The faculty could not interlink applied side of the classroom teaching. There are inadequate exchange between these centres and other academic departments.

Job Mentality Among Students

An adolescent entering an undergraduate programme or a youth coming for post-graduation dreams about 'independent' life without any or minimal accountability. At the entry point, a student is informed about ethos and practices, and gives a written undertaking, still many students find simple lifestyle an imposition. Most come to get paid jobs. The youth, being youth, would not like the preaching and teaching that the Institute offers. Community life and the strict code of conduct often make them uncomfortable and the influence of social media also push them towards socially unacceptable and dangerous avenues.

Inadequate Teaching-Non-teaching ratio.

For any institute to function efficiently, 1:1.1 teaching-non teaching ratio should be maintained where it is a dismal 1:0.63 in the Institute. Despite the request for sanctioning the vacant posts, it has not been sanctioned. The skewed ratio leads to delays and often result into souring the relations between teachers and non-teaching staff.

Institutional Opportunity

The NEP 2020 strengthens the Objectives of Gujarat Vidyapith.

Objectives of NEP 2020 are in sync with objectives of Vidyapith. The vision of Gandhiji has been readmitted in this policy in terms of imparting education in mother tongue, skill and value-based education, self-development, importance of Yoga and physical exercise for development of students. In other words, the nearness of NEP and guiding principles laid down by Gandhiji has increased our psychological confidence.

Skill development through training hands with head

Training of hand along with head at Gujarat Vidyapith is important for self-confidence. Gandhi wanted the alumni of the Institute not to desire any favour for earning a livelihood. The training makes a student skilled and sensitive. Instead of 'Me first', the alumni think about society at large. Gram Shilpi is one such example of such kind of training.

Community Living for a Tolerant and Harmonious Society.

The world is in danger of racial, communal, regional, and religion-based hatred. Anonymous groups like TRADS, Lone Wolf attacks are on the rise. Reintroduction of forgotten values of 'Liberty, Equality, and Fraternity' is needed. The Institute has these values imbibed in its objectives. Community living is the first step towards right mindset. Instead of lip-service, we are committed to it.

Authoritative State and Imperfect Markets have provided renewed scope for training youth for building a society.

World over, state is becoming authoritative and markets imperfect. Instead of considering student as a 'consumer', higher education as a 'product' and 'market niches'; insisting that each unit contributes to profitability or organization's particular metric of 'success'; Gujarat Vidyapith can provide an opportunity for a sensitive and committed worker who can work in rural areas and also gain a reasonable livelihood.

Ecology-Friendly and Appropriate technology

Living world is facing threat of extinction. Confidence bordering on arrogance in the ability of science and over-dependence on technology are exploiting the finite resources. There has to be sustainability where an individual, society, and nature are in harmony nurturing each other. The Institute has been making efforts to educate the students in adopting and living eco-friendly lives.

Institutional Challenge

Resource Crunch.

The financial resource crunch is one of the major challenges the institute is facing. Although small and unitary, the Institute also has its issues. It has to find new avenues of mobilising resources. The Institute has begun to work in this direction, but there is a long way before we can reach sustainable solutions.

The trade-off between Gandhian Ethos and the real world.

The Gandhian era has long gone and Vidyapith also has to change. It cannot cling to its past achievements forever. The need is felt to distinguish between Essentials (????) of Gandhian teachings and the mechanism (?????) to attain them. The essentials are non-negotiable (like Truth and Non-violence), but the mechanism can change to keep pace with the times. The flexibility to do away with non-essentials is one of the challenges for Vidyapith.

The sociopolitical environment may dilute initiatives.

The prevalent sociopolitical environment is not very conducive to start/continue initiatives. Although government policy has several projects to encourage start-ups and skills of students, etc; somehow society has failed the student community by not offering a helping hand. The challenge is to encourage students to reach the new frontiers of knowledge. The influence of external forces needs to be curbed to a significant extent and divert the positive energy of students in pursuing new initiatives under Gandhian values and ethos.

All in-house members should rise above the differences to achieve the Gandhian dream.

Every institute has its weaknesses. The challenge is to rise above it and strive to achieve the vision. Even in times of Gandhi, there were differences of opinions. Gandhi always welcomed them. The difference in opinions should not be translated into ignominious personal relations. (????? ???? ?? ?? ????? ?? ? ???). All the parties having differing opinions must sit together and dialogue to resolve the conflicting issues. This is a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Gujarat Vidyapith offers 85 different academic programmes from certificate to doctoral levels. All the programmes and their courses are first discussed in the *Paramarshan Samiti* (Departmental Consultation Committee) of the respective departments and then deliberated upon in the Board of Studies. Afterward, they are presented to the Academic Council for approval. The guiding principle behind the design of all curriculum is to straddle the world of specific discipline but align it to the core Gandhian values. Most of the programmes and courses are focused on rural society and its problems. Whether it is applied sciences or humanities or social sciences, the curricula reflect the focus to realize Gandhi's vision of a sustainable society.

During the last five years, 79 out of 85 programmes have undergone revision to bring in the advancements in the subjects both in theory and in application. The Institution has initiated the process of CBCS in all the programmes from the academic year 2016-17 to facilitate multidisciplinary studies for students. Students of any programme are required to study two courses of 2-credits each of a discipline other than the main one. The

number of such 2-credit courses is more than 100. There are 672 courses that focus on employability or entrepreneurship or skill development.

Apart from discipline-specific courses in major programmes, courses are offered on important topics such as gender, environment and sustainability, human values and professional ethics.

The Institute has developed an online system for getting feedback from the students. The feedback system has been developed by the IQAC. Apart from regular feedback, the out-going students are also asked to provide feedback on their overall experience of the programme as well as on their overall stay on the campus.

All programmes also require students to undertake fieldwork as well as a research project in their last semester. A few under-graduate programmes also provide an opportunity to students to go to the field and learn.

Teaching-learning and Evaluation

There are eight faculties and seventeen departments all of which are co-educational in Gujarat Vidyapith. The admission process starts with disseminating information regarding the programmes from face-to -face communication to social media platforms. Courses are advertised through local leading newspapers, brochures, and pamphlets. The admission process has been digitized. The demand ratio for courses is 1:1.52. The percentage of SC, ST and OBC students constitute more than 60 per cent of total student strength. Orientation Programme (*Abhumukhata*) at the beginning of the academic sesion for newly enrolled students make them familiar with the lifestyle and pedagogy of Gujarat Vidyapith.

As the learning capacity of the students is not as per the level, the teachers spent significant amount of time bringing them to the level of higher education through remedial sessions and informal interactions. Following the tenets of *Nai Talim*, the natural talents of students are identified and nurtured. In the last five years, the student-teacher ratio has been 22:1.

With a smooth and well-established teaching-learning process, students have adequate space for engaging in various curricular, co-curricular, and extra-curricular activities. In addition to the conventional pedagogic methods, ICT tools are increasingly being used for the effective teaching-learning process. The Covid-19 situation has led to the adoption of ICT tools affecting the pedagogy to some extent.

Against the total of 182 sanctioned posts, 108 permanent teachers are presently working. 96 have Ph. D. The average teaching experience is more than 20 years. More than 27% of the teachers have received awards and recognitions in the last five years.

Transparency is the major highlight of the continuous evaluation system comprising seminars, assignments, internal tests, and term examinations. Except for the year 2020-21, the average number of days from the last days of the semester to the declaration of results was almost 34. Total 20767 students have appeared for various courses, out of which 674 rechecking applications have been filed regarding evaluation. The pass-percentage average is 98.14.

Student Satisfaction Survey is conducted online every year and the last semester students are also asked to evaluate the overall performance of the institute.

Research, Innovations and Extension

The emphasis of the research is on rural issues. Social science and pure science researches are focused to understand the problems and seek solutions to bridge the gap between the marginalised and the mainstream society.

During the last five years, 128 research scholars have been awarded PhD. The research output by the faculty has resulted in the publication of 570 research papers in research journals (both in UGC CARE list and other refereed) 250 articles and chapters in books, edited volumes, and conference proceedings. During the last five years, the Institution has secured funding of Rs. 371.95 lacs for 59 different research projects from various agencies. Department of Hindi has received a grant of Rs. 39.43 lacs from the UGC for up-gradation, whereas the department of Microbiology has received Rs. 54 lacs under the DST-FIST project. The Institution has two patents to its credit.

To strengthen the research. MOUs have been signed with more than 40 organizations. Gujarat Vidyapith Sponsoring Society has given financial assistance of Rs. 50,000/- to the Assistant Professors for stimulating their interest in research, 18 have availed the opportunity..

The Institute does not charge any amount for consultancy work. True to Gandhian vision, its consultancy is more focised towards rural areas instead of the corporate sector.

The Institute has undertaken the initial level of the National Innovation and Start-up Policy 2019 programme but due to the Covid-19 pandemic, the work has not developed. Till now, out of 27 projects proposed for Start-up, 3 have been registered.

Extension Activity is central to Gujarat Vidyapith. Both National Service Scheme (NSS) units and the Institute undertakes many outreach programmes. The government of India has recognised Gujarat Vidyapith as the State Centre for training programme officers. One of our programme officers has received Indira Gandhi Best Programme Officer national award and another has received Best NSS Programme Officer at the state level. One NSS unit has received the national award for Indira Gandhi Best NSS Unit.

During Covid-19 pandemic, students from Social Work, Physical Education, and Microbiology department have served the Covid-19 patients to their best of capacities.

Infrastructure and Learning Resources

All the buildings in Gujarat Vidyapith are modestly but adequately furnished in line with Gandhiji's idea of simplicity. The Infrastructure includes classrooms, seminar halls, computer labs, library, prayer halls, corridors, offices, and other amenities. The Institute has 86-ICT enabled classrooms. Department of Audio-Visual programme offers postgraduate and diploma and is well equipped as an e-content development production centre. The Institution incurred Rs. 2023.13 lacs towards the augmentation of infrastructure.

There are 12 computer labs. All the computer labs are equipped with fiber optics and a UTP-based campus network along with Wi-Fi. There are around 1,108 computers in the Institute with a 1 Gbps NKN line. All campuses are interconnected with microwave wireless devices up to 700 Mbps speed. There are 15 servers along with LAN and OFC backbone and more than 50 Wi-Fi access points. There is a centralized security firewall to protect computer systems. The Institute has a well-defined ICT policy.

The libraries have a collection of more than 6 lakhs books. The central and campus libraries are automated to manage acquisitions, circulations, and serial control. The library management includes Web OPAC and SOUL 2 software. The library has a regular subscription to e-journals, journals, and e-books. Annual expenditure for the purchase of books and journals for the last five years stands at Rs. 150.69 lacs and the response rate 30.14.

Gujarat Vidyapith has 627 rare manuscripts and over 800 Gandhian literature in digital form. It also has a unique Collected Works of Mahatma Gandhi (CWMG) Cell that digitizes the original edition of Gandhiji's writings in English and Hindi and creates authentic e-material for Gandhi Heritage Portal at the Sabarmati Ashram. Another centre is curating Gandhi's heritage in Ahmedabad and Gujarat. This is a distinct and huge learning resource for the students of Gandhian thought.

Other infrastructure include primary health centres, stadiums, grounds, indoor courts, gymnasiums, swimming pool, physical education research lab, hostels for boys, girls, and international students, guest houses, etc.

Most of the buildings have ramp facilities for differently-abled persons. The Institute has spent Around Rs. 799.2 lac for maintenance and up-gradation of the infrastructure.

Student Support and Progression

Between the years 2016-17 to 2020-21, a total number of 12105 students took admission into different programmes of Gujarat Vidyapith. Being a fully residential institution, all students live on the campus. A significant number of the staff also live on campus. This creates a family feeling among the residents which is the greatest strength of the institution. This ensures that the students do not feel lonely or sense of being 'othered' on the campus. A definite culture and structure assure that no student has to face ragging or any type of harassment. Each department has a system of mentoring to ensure individual care is given to students who are slow learners or who feel any kind of hidden fear. The institution also arranges for experienced counselors to counsel students who feel any kind of mental pressure or tension.

There are various kinds of scholarships given by state and central government as well as other organisations. Those students who do not get any kind of scholarship are also provided with an interest-free loan from the Institution covering fees and mess bills. Between the years 2016-17 to 2020-21, more than 80% of students received scholarships of different kinds.

All three campuses of Vidyapith have a dispensary with a medical officer and a nurse. Other facilities for students are gymnasium, playgrounds, swimming pool, and canteen. Students are encouraged by their mentors to use facilities such as library and computer labs to enrich their academic performance and skill. Different kinds of counseling sessions are also organised to help students deal with physiological and psychological pressures. Coaching classes for different competitive examinations are held for interested students. Some departments also organise on-campus placements where more than ten percent of the students have found placement. There are formal alumni associations in some departments and around Rs. 32,00,000/- have been mobilised by these associations, whereas many departments have informal alumni associations.

Different Cells for grievance redress and sexual harassment against women exist and are functional. These cells interact with students regularly to counsel them as well as to take prompt action against their complaints.

Governance, Leadership and Management

Gujarat Vidyapith Sponsoring Society aims to govern the institution based on its vision and mission given by Gandhiji and his associates. Following the UGC and MHRD guidelines, Gujarat Vidyapith has adopted formal structures for governance. Besides Gujarat Vidyapith Sponsoring Society, the higher education is governed and looked after by the Board of Management (BoM), Higher Education Planning and Monitoring Board (HEPMB), Academic Council, Finance Committee, Building Committee, and Purchase Committee. Each of these bodies has the Vice-Chancellor as its chairperson and Registrar as its secretary. Over the last five years, the Institute has moved towards a decentralised mode of academic management with the institution of deanship and fixed tenures for heads and deans.

Another important development is the establishment of ???????? ????? (Department Consultancy Committee) in each department since 2016. All the decisions regarding the academic and administrative functioning of the department are taken in DCC. It has resulted in the generation of different ideas as well as a sense of responsibility among all the teachers in all aspects of the functioning of the department.

There are 14 different kinds of Annual Performance Appraisal Report (APAR) formats for staff of different levels. To ensure complete transparency, the APAR is sent back to the employees by the end of the year with the notes of the superior authorities.

The Internal Quality Assurance Cell (IQAC) of the institution has played a leading role in ushering recent changes in the academic life of the institution ranging from organising workshops and conferences for research scholars, teachers, and non-teaching staff. Apart from ensuring timely processing of CAS files, IQAC helps the departments and faculty members in the preparation and maintenance of documents and other records.

Through its well-defined academic and administrative set-up, the Institution hopes to carry on its Gandhian legacy and meet the challenges of the contemporary world. This entails working closely with the rural communities to bring an awareness that the society shall exist only when it is self-sufficient in most of its needs.

Institutional Values and Best Practices

The Institutional values of Gujarat Vidyapith are inspired by Gandhi's ideal of reconstruction of rural society based on the principles of truth and non-violence. The value system envisions ????? ??????. A distinct feature of the Institute is the Chancellor's involvement in activities and interactions with students and teachers. This has helped a further humane touch and influence of Gandhian thought and praxis.

To materialize this vision, the Institute focuses on the generation and use of renewable energy. As students learn best by seeing and practicing, the Institute has installed a solar panel of 679.78 KW which generates around 20,000 units of electricity per month. Around 700 energy-efficient LED bulbs have been installed that use solar energy. 24 tanks have been constructed with the holding capacity of 6,00,000 liters. There are 22 *???????? ????* (Slow aquifer level percolation well) for rainwater harvesting. There are bio gas plants on different campuses that use animal and agricultural and biodegradable waste to generate energy. Apart from focus on alternative energy, students are also involved in keeping the campus green and clean, and in the process, they internalize the concept that their villages will become clean and green only when the villagers will make an effort towards it. Noexternal help will be able to do that. That is the principle of Gandhiji's *Swavalamban* - Self-reliance (*Atm-Nirbharta*).

An important aspect of the ideal Gandhian society is bringing harmony and equal treatment for all. The Institute is a model for gender justice as girls and boys are given equal opportunity and treatment in all walks of life on the campus. Both are made aware of the deep social inequalities based on caste, gender, and religion. Through various workshops and counseling sessions, the concept of equality is sought to be ingrained in the minds of young and impressionable students. The approach remains not to shy away from the questions of injustice but to deal with it and make sincere efforts to solve it at a psychological level and practical level in life. Gujarat Vidyapith is recognised as a place of mimimum conflict whether latent or manifest.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	GUJARAT VIDYAPITH AHMEDABAD
Address	Nr. Income Tax Office, Ashram Road, Ahmedabad
City	Ahmedabad
State	Gujarat
Pin	380014
Website	www.gujaratvidyapith.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Rajendra Khimani	079-27541148	9825551872	079-2754254 7	vc@gujaratvidyapi th.org
IQAC / CIQA coordinator	Nimisha Shukla	079-40016279	9426724920	079-2754074 6	iqac@gujaratvidya pith.org

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	18-10-1920
Status Prior to Establishment,If applicable	

Recognition Details			
Date of Recognition as a University by UGC or Any Other National Agency :			
Under Section		**Date**	**View Document**
2f of UGC		28-10-1994	[View Document](#)
12B of UGC		22-12-2017	[View Document](#)

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

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Nr. Income Tax Office, Ashram Road, Ahmedabad	Urban	27.65	67710	UG, PG, PGD, M.Phil., Ph.D.		
Satellite Campus	*At. And Post Sadra, Gandhinagar - 382320*	*Rural*	*37.8*	*25855*	*UG, PG, M.Phil., Ph.D.*	*06-11-1965*	*28-10-1994*
Satellite Campus	*At. And Post Randheja, Gandhinagar - 382620*	*Rural*	*32.28*	*16196*	*UG, PG, M.Phil., Ph.D.*	*23-12-1972*	*28-10-1994*

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
AICTE	103769_6178_1_1627468881.pdf
NCTE	103769_6178_4_1636625390.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				19				37				126
Recruited	4	3	0	7	8	2	0	10	65	22	0	87
Yet to Recruit				12				27				39
On Contract	0	0	0	0	0	0	0	0	0	2	0	2

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				205
Recruited	87	23	0	110
Yet to Recruit				95
On Contract	8	12	0	20

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				50
Recruited	10	2	0	12
Yet to Recruit				38
On Contract	1	1	0	2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	32	8	0	10	7	0	26	10	0	93
M.Phil.	0	0	0	2	1	0	3	0	0	6
PG	0	0	0	1	1	0	3	0	0	5

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	18	1	0	19
Visiting Professor	27	7	0	34

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	yet to be established	yet to be established	yet to be established

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	332	9	0	0	341
	Female	204	6	0	0	210
	Others	0	0	0	0	0
PG	Male	222	3	0	0	225
	Female	237	3	0	0	240
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	27	0	0	0	27
	Female	35	0	0	0	35
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	99	3	1	0	103
	Female	40	2	0	0	42
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	A	3.01	NAAC Report.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biogas Research And Microbiology Science	[View Document](#)
Centre For Studies In Rural Management	[View Document](#)
Computer Science	[View Document](#)
Education Iase	[View Document](#)
English	[View Document](#)
Gandhian Studies And Peace Research	[View Document](#)
Gujarati	[View Document](#)
Hindi	[View Document](#)
History And Culture	[View Document](#)
Home Science	[View Document](#)
Journalism And Mass Communication	[View Document](#)
Library And Information Science	[View Document](#)
Lifelong Learning And Extension	[View Document](#)
Physical Education And Sports Science	[View Document](#)
Rural Economics	[View Document](#)
Social Anthropology And Sociology	[View Document](#)
Social Work	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Interdisciplinary postgraduate programs in the Department of Biogas Research and Microbiology are affiliated with interdisciplinary programs in Microbiology, Environmental Biotechnology, and Environmental science. Students from these programs have the opportunity to conduct their dissertation research with a Department faculty member. Eight faculty members from Microbiology, Biochemistry, Chemistry, Physics, and Agriculture share common interest in teaching students and performing research in Microbiology and Environmental science. Students in the department learn how to critically analyse and plan scientific research, present seminars, and write research papers. Our graduate program provides students with the

	training and research experience necessary to pursue a wide range of careers as microbiologists, the biotech industry, and college and university-level teaching. The faculty have been granted research projects by funding agencies to carry out multidisciplinary research in Animal Nutrition, Animal Biotechnology, and the Veterinary Science in collaboration with Kamdhenu University.
2. Academic bank of credits (ABC):	On Thursday, July 29, 2021, the IQAC posted the University Grants Commission (Establishment and Operation of Academic Banks of Credits in High Education) Regulations, 2021 of Wednesday July 28, 2021, on its website. The departments, on the other hand are working to implement the new system.
3. Skill development:	The significance of training hands for developing skill took particular importance in the vision of a self-sustaining society, thus education would consist of training Hand to Head and Heart. Educationists and leaders used the term ???????? or ?? ????? "Basic Education" to describe this curriculum in 1935. As a response, from the inception, skills required for rural employment and life skills have been part of the curriculum in Graduation and Post-Graduation programmes in Gujarat Vidyapith. Life skills and Udyog are two types of skills. The ability to live in a community reflects life skills. Living together develops a person's ability to be accommodating, tolerant, and self-reliant; these attributes help students develop character and prepare for their future lives. The second essential skill for self-employment is Udyog. The Institute offers students a range of additional courses, which may not be their primary source of income, but rather a supplementary one. Skill development programmes can help individuals become self-sufficient in the needs of daily life, such as food and clothing. Photography and maintaining electrical equipment are other great skills to generate income.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Using the three Cs of compulsion, coercion, and competitiveness, western nations have made tremendous strides in their respective fields of endeavour. The idea of conscious or conditional learning, on the other hand, is completely overlooked. Even before the western world, Indian civilisation has pondered the challenges of education for generations. In Indian thinking, greater intellect

(???????) and cognition (???) may be attained via good education and a vision-based learning system for the welfare of society. Even when people could not envision or visualise the industrial society, they had a strong sense of the potential and challenges of a materialistic society. The ?????? ????? by Charvak, ?????????? ???? ????? ??? ?????? ???? ????? was one such view. The other school of thought, viz., Buddhism, Jainism and Hinduism refuted this version. The ultimate goal of these schools was spiritual emancipation. Individual liberty may be achieved through educating one's Heart, Hands, and Head. Gujarat Vidyapith's ethos is 'Education is that which liberates' (?? ?????? ?? ?????????). The mainstream academic community was following the initiatives of Western civilization, and Gandhi was clear that they were irrelevant to a nation like India. He had developed his point of view by drawing inspiration from old Oriental civilizations (Hind Swaraj, Chapter XX). One of the main motives of Gandhi to start Gujarat Vidyapith was to dismantle the Macaulay's system of education, which had just one purpose: to furnish clerks to the British government in order to maintain British rule in India. For more than a century, the Indian Knowledge System has been ingrained in Vidyapith's educational institutions. The Wardha meeting in 1937 was the catalyst for the Buniyadi/Nai Taleem concept to take root. This point of view is now reflected to a certain extent in the NEP 2020.

5. Focus on Outcome based education (OBE):	The ultimate goal of education is to liberate people from their oppression. However, in order to be more realistic, the student should be able to support himself or herself at the completion of the course. As a result, the programme and course should be outcome-driven. Vidyapith offers programmes and courses that are focused on achieving certain outcomes. However, it should be noted that the OBE idea was fully launched in 2018 in accordance with the guidelines of the UGC.
6. Distance education/online education:	At this time, Gujarat Vidyapith does not provide Distance Education or Online Education Programs. However, measures are being made to introduce numerous programmes on Gandhi's life and work, including Distance/Online Education Programs on Gandhian Ideology/Conflict Resolution, among other things, to meet the criteria.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
85	83	79	79	75

File Description	Document
Institutional data in prescribed format	[View Document]()

1.2

Number of departments offering academic programmes

Response: 17

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2353	2500	2478	2411	2363

File Description	Document
Institutional data in prescribed format	[View Document]()

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
875	916	841	738	826

File Description	Document
Institutional data in prescribed format	[View Document]()

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
4068	4256	4120	3962	4361

File Description	Document
Institutional data in prescribed format	View Document

2.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	107	277	155	117

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1650	1623	1564	1448	1364

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
108	110	112	116	118

File Description	Document
Institutional data in prescribed format	View Document

3.3

01-03-2022 02:32:11

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
182	182	182	176	176

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1928	4024	3464	3313	2873

File Description	Document
Institutional data in prescribed format	View Document

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1216	1260	1023	1019	935

File Description	Document
Institutional data in prescribed format	View Document

4.3

Total number of classrooms and seminar halls

Response: 107

4.4

Total number of computers in the campus for academic purpose

Response: 699

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
285.80	1028.55	1489.09	1382.44	831.57

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Founded in 1920 by Mahatma Gandhi, in the wake of Non-Cooperation Movement, to build a strong, sound and sanguine education system in India to counter the one that colonial education system, Gujarat Vidyapith has been working to realize its moto of "?? ?????? ?? ?????????" i.e. (*Knowledge is one that liberates*).

India of today seems divided into two categories: first, urban India which is competing with the world through its network of modern education system, industrial and technical know-how and ultra-modern conveniences of personal and public life; second, is rural India which now occupies a curious location between traditional set-up and demands of the modern world. With the decrease of agricultural contribution in the national GDP, the rural India is looking at a bleak future. The pressure is to emulate the urban India but without any sort of support from the state or urban society, rural India has been reduced to the sorry state of occupying the role of consumers of goods and services produced by the city.

Gujarat Vidyapith believes it to be its mission to revitalize the rural economy as well as society. As a result, the programmes and courses of study in Gujarat Vidyapith are designed to empower the rural youth to rebuild the communities.

The curricula and traditions enhanced by Vidyapith bear the strong practices of character building like dignity of labour, self-reliance, a strong preference for cleanliness and discretionary use of natural resources along with the values enacted by the 'Eleven Vows' preached by Mahatma Gandhi. A graduate of Gujarat Vidyapith, in any walks of life and professional career, would unfailingly go through the practical experiences of these values.

The holistic education and training at the Gujarat Vidyapith prepares the young minds to accept all the challenges of life and to take initiatives wherever situation demands. Right from the admission to the final exit point of convocation, the students are groomed with overall life skills and leadership training. The learning outcome of all the curricula and courses are designed keeping in the view the basic mission of Gujarat Vidyapith and as per the trends of knowledge in the chosen field of study. Moreover, the curricula is designed and executed to address many issues related to the prevalent problems of society and try to create a responsible outlook among the students so that when they go out as the citizens, they express their own mature response to them without any external bias.

The Choice Based Credit System is implemented in almost all the faculties, and they offer the students a choice to opt the courses throughout the graduating semesters which range from the environmental studies, Yoga, communication skills in regional as well as foreign languages. Most of the departments have their '???????? ?????' and the BoS that are empowered to design the syllabus where every care is taken to

ensure that the students get the latest trends of knowledge.

File Description	Document
Link for Additional information	[View Document](#)

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

Response: 92.94

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

Response: 79

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

Response: 85

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

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

Response: 32.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
672	645	570	422	255

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

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 27.25

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 417

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 1530

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 43.53

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 37

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

The overall curriculum of Gujarat Vidyapith is geared to incorporate the guiding principles of educational thinking of Gandhi which has become even more relevant in the contemporary society. The education system seeks to instil the values of gender sensitivity, environment consciousness, approach to sustainability, and professional ethics among the students.

Professional ethics are reflected both in living the daily life within the campus as well as outside the campus in the family, workplace, and society at large. Students are expected to exercise extreme care in collecting data for their academic work and all the sources are acknowledged diligently. As a part of the research training, students are made aware of how to ensure the dignity of person from whom they are collecting their data. As a part of its ethical commitment of knowledge production, Gujarat Vidyapith has made it a compulsory practice to share all the research findings, conclusions, and recommendations with the society or place where the research was conducted. This practice not only ensures that knowledge should be shared unhindered but also to make it clear not to treat society just as a sample field for research.

Programmes of Gujarat Vidyapith have courses telated to gender issues. The institute is co-educational. Apart from the curriculum, various departments organize lectures, workshops, and awareness campaigns to address the issue of gender discrimination in the family, workplace, and society at large. Students are given tasks which are to be done in teams comprising both sexes. It allows them to understand their own inhibitions and develop the communication skills and a level of comfort among boys and girls.

The community living of Gujarat Vidyapith has been designed to incorporate the human values of cooperation, taking care of the needs of the others, and develop toleration as well as understanding of different cultural backgrounds. This allows students to appreciate diversity of people and culture. Different courses also emphasize these human values. The focus is to ensure that students imbibe these skills so that they easily connect with people in society where they are supposed to live and work. The life at Vidyapith reflects 'Unity in Diversity' in its true nature.

Narrative of Environmental Sustainability is discussed and dealt with in detail from the undergraduate levels in the Institute. A full paper is taught to understand the science of environment and the nature-culture interface. Rather looking at environment as an abstract entity, course concern is to investigate the problems which occurs at human-environment interface. The students are made to look at humanity as a part of the overall natural setting rather than being master of the nature. The importance of Ecosystem is addressed in depth.

Besides environmental Sustainability, sustainability issue is being discussed in all branches of higher education in Gujarat Vidyapith be it social sciences or applied sciences. Different disciplines such as economics, sociology, social work, rural management, journalism, and microbiology in Gujarat Vidyapith teach and research the topic of sustainability and it is also reflected in the extension activities of the Institute.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	[View Document](#)

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

Response: 3

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

Response: 3

File Description	Document
Institutional data in prescribed format	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)

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

Response: 302.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
2049	8688	8328	8108	9632

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

Response: 22.57

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

Response: 531

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

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 1.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
2043	2263	2041	2054	1832

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	[View Document](#)

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

Response: 78.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
673	996	839	890	835

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

There is a great diversity in the social, economic, cultural, linguistic, and geographic background of the students in the institute. Learning capacity is comparatively not high among a significant number of students coming from rural areas, as a result, their pedagogic methods for learning are varied. These students are not in habit of questing nor expressing themselves much and they are introvert in nature. As a result, regular pedagogic practices may not yield be successful with these students.

As Vidyapith believes in Basic Education where the purpose of education is to identify the ability and talent inherent in a student and design different activities which give free and full space to those abilities and talents, after which creating learning experiences for expressing most of the strengths and capabilities become effective.

Three days of intensive ????????? course is mandatory for every student when they are introduced to the institute for the first time on campus. Students interact with teachers and other students, forming a close-knit community. They learn about the institute's organisational structure, pedagogical procedures, and acquaint with members of the teaching and non-teaching personnel. It's a win-win situation for all participants. Students learn about the Institute's unique characteristics as part of the curriculum.

The hostel is a valuable resource for gauging students' maturity level. Different activities in the student life open out a individuality and allow to fully present the skills. Above all this provides more accurate assessment of a student's proficiency. The ???????/?????? are just as important as the teachers. Both communicate on a daily basis about the strengths and weaknesses of students, especially student in need. Teachers may use it to assess the skills and capabilities of their students.

Students are tested on subject content as soon as they enter specific programmes, such as B.Ed., to see their capabilities. Bridge course, aditional lessons and tasks, such as MCQ, are given to students who score poorly in this exam in order to assure they meet the minimal norm. Entrance exams are required for certain programmes, and they serve as a measure of candidates' abilities.

Slow and advanced learners are identified via a variety of collaborative learning activities such as workshops, padyatra, group projects and seminars. Using this approach, both slow and advanced learners could work together in group. Advanced learners are spotted in a variety of activities, including the classroom and extracurricular activities. They are encouraged to compete in various inter-university tournaments and programmes at the local, state, and national levels. Many of these advanced learners pass the NET/SLET and other competitive examinations for government jobs while still in institute. Mentoring is also an effective way to assist students who are struggling with less self-confidence.

The Institute collaborates with a variety of different organisations to arrange a number of cooperative programmes. Various expert talks are scheduled throughout the year. For the purpose of honing their abilities and talents, advanced learners engage in a variety of contests such as elocution, debate, drama, and music competitions.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

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

Response: 22:1

2.3 Teaching- Learning Process

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

Response:

Gujarat Vidyapith has adhered to UGC norms in terms of curriculum and pedagogical practises. Currently, all of the papers have been turned into modules, including each module's learning goals and techniques. Teachers, too, are shifting from a 'teaching mentality' in which the emphasis is on instructing to a 'learning mentality' in which their role is that of a facilitator.

Experiential Learning: Experiential learning techniques such as field study, practical work, project work, internships, and so on are given equal weight in programmes such as microbiology, social work, journalism and mass communication, audio-visual, education, management, computer applications, physical education, and so on. Vidyapith adheres to Gandhi's educational concept of "Head, Hand, and Heart." The manual labour paradigm is central to all of the programmes. Instructional tours, educational seminars, and field exposure trips are some of the other experiential methods. The audio-visual department shoots and records all events. The students execute all of the filming, recording, editing, and production.

Participative Learning: Students are actively engaged in both classroom teaching and hostel administration, as well as outdoor programmes such as camps and workshops, as a kind of participatory learning. Students have a significant role in the creation, organising, implementation, and administration of the department's and campus's many activities. Students take an active role in hostel mess management, campus cleaning, the development of udyog (handicraft) skills, organic gardening, manure generation, and energy conservation, among other activities. Students and teachers participate to print the *Vidyapith Setu* magazine, which documents the activities of all centres of Gujarat Vidyapith. *Kasturba Mela* is an annual event held by students to promote and develop students' awareness of nutrition and to build a feeling of family among Gujarat Vidyapith members.

Students engage in teams to examine social, economic, and environmental issues, as well as conduct social work during natural disasters at the local, state, and national levels. The institute offers summer courses on a variety of themes, during which students have the chance to volunteer with organisations managed by sponsoring society and Board of Management and other stakeholders of Gujarat Vidyapith.

Problem Solving Methodologies: These allow students to assess every issue using critical thinking skills, as well as to create the understanding that there may be numerous solutions to each problem.

Solution finding to problems: When all of the students reside together in the hostel, certain challenges and problems are bound to arise, and the same is true in and out of the classroom. All of these issues are discussed in the students' council meeting, which is attended by the unit coordinator and teachers. The emphasis is always on critically analysing the issue, getting to the bottom of it, and reaching consensus on the solutions.

During their fieldwork, students in the social work department make an effort to understand the social issues in the community and to assist the community in finding appropriate solutions.

File Description	Document
Upload any additional information	View Document
Link for Additional Information	View Document

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

Response:

Each teacher has been furnished with a desktop computer equipped with internet access. Additionally, each department head has been provided with a laptop. This is to ensure that teachers may enhance classroom instruction by the use of PowerPoint presentations, audio and video clips, graphs, and films.Certain departments, such as Business Administation and Computer Science, have the Smart Classroom facility.

Several faculty members have their own YouTube channels where they provide lectures and study materials for the courses they teach. Students may access such materials as needed.

Microbiolog, Education and Physical Education departments also use ICT tools in their practical classes.

Lectures or programmes taking place on one campus of Gujarat Vidyapith are aired live on other campuses as well, so that professors and students from other campuses may benefit as well. Such programmes are recorded and saved.

E-journals are subscribed in departments such as journalism and mass communication, microbiology, computer science, and education, and they may be accessed by interested students and teachers.

INFLIBNET facilities are used by teachers and research researchers in their studies. Wi-Fi is available in all of the hostels. Each hostel includes computers that students may use for academic purposes such as presentation preparation and project work.

Students and researchers use a variety of ICT tools, including Google forms, online research tools, screening tools, Shodhganga, Shodhgangotri, SPSS, e-PG-Pathshala, Swayam, and others.

Researchers are educated in data mining and plagiarism to ensure that their study is original and unique. Prior to submission, each Ph.D., thesis is checked for plagiarism.

All Gujarat Vidyapith programmes and events are videotaped by students of Audio Visual Department under the supervision of their teachers. The recordings are all archived in an e-library.

The majority of students type their own dissertation thesis. Each campus has a computer laboratory available for students to utilise for research purposes.

Each campus has spacious prayer rooms that are equipped with a computer, internet access, and a projector. It is used for team activities and programmes by students, teachers, and guest speakers.

Each department has at least one classroom that is equipped with a computer, internet access, and a projector to allow for the use of audio-visual aids in the classroom.

Some departments have created their own website, which is accessed by the department's teachers, students, and alumni to get crucial information.

A detailed curriculum for all courses and programmes has been posted on the Gujarat Vidyapith website, which students may access in advance.

As part of their project, students from the department of computer science created software for reporting and resolving computer and internet-related concerns on campus.

Teachers utilise ICT to teach effectively, and students use ICT to learn effectively. Gujarat Vidyapith provides all of the necessary infrastructure.

File Description	Document
Upload any additional information	[View Document]
Provide link for webpage describing the " LMS/ Academic management system"	[View Document]

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

Response: 18:1

2.3.3.1 **Number of mentors**

Response: 129

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 62.85

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 86.26

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
96	98	98	97	97

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 21.57

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

Response: 2330

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

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

Response: 27.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	6	3	8

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

2.5 Evaluation Process and Reforms

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

Response: 34.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
33.62	19.05	36.93	31.62	49.82

File Description	Document
List of Programmes and date of last semester and date of declaration of results	[View Document](#)
Any additional information	[View Document](#)

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

Response: 3.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	107	277	155	117

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)
Any additional information	[View Document](#)

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

Response:

Over the last five years, the Institute has undertaken to integrate information technology in the process of examination and evaluation to ensure fast and smooth functioning. This has also ensured that students in the rural campuses of the Institute do not have to travel physical to the central office in Ahmedabad for any examination-related issue.

The examination forms are filled up and submitted online. Although, as of now, the paper trail is also kept in the record, the Institute is working towards to establish a fully-integrated platform exclusively for the examination department as so to make the entire process paper-less. Even at this stage, the students do not have to go personally to the exam department to submit their forms.

During the Covid-19 pandemic, the entire examination system moved online. All the internal examinations and the semester-end examination were conducted online through various platforms. Even before the Covid-19 pandemic, many departments and faculty members used google forms for conducting quizzes and other components of internal evaluation.

The exam department of the Institute posts all the examination=related results on the Institutional website and even the marksheets are put-up on the website to be downloaded by the examinees. All the grievances such as re-calculations or re-evaluations can be applied for online and the results are generated online itself. The exam department has also moved the entire process of marksheet transcription process online. An dedicated software has been developed in-house by the Department of Computer Science for the exam department to electronic handling of marksheets and other related processes.

The forms for degree certificate and convocation programme are filled up online and the entire convocation programme is live telecasted.

During the last three years, the Institute deposited all the marksheets details on the NDML Academic Depository on NSDL portal. Now, the marksheets are being uploaded on DigiLocker portal of Ministry of Electronics & IT, Govt. of India.

File Description	Document
Year wise number of applications, students and revaluation cases	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: Only student registration, Hall ticket issue & Result Processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

1. The learning outcomes of each programme and course have been specified.

2. For each programme, the programme outcome and program-specific outcome are identified and posted on the Gujarat Vidaypith website.

3. Each course describes in detail its goals, learning outcomes, teaching approaches, number of hours for each unit, reference list for each unit, and course assessment pattern.

4. Rather than just providing material, the question papers are meant to assess students' knowledge and learning.

5. It is assured that the question paper covers the complete curriculum and that students are examined on all syllabus components.

6. In practical or field-based courses, students are evaluated based on their ability to apply the theoretical foundations of the course.

7. Gujarat Vidyapith has developed generic outcomes for its graduates based on Gujarat Vidyapith's objectives. Graduates of Gujarat Vidyapith are required to live by Gandhian values, to be ethical in their conduct, to show compassion to the society's disadvantaged and downtrodden sections, and to aspire to work at the grass-root level for the benefit of the whole community. The sponsoring society and Board of Management of Gujarat Vidyapith are continually contemplating about how to ensure that Gujarat Vidyapith's programmes reflect its objectives. Regular meetings between students, Chancellor and sponsoring society aid in the achievement of goals via the overall development of students.

8. The assessment of community living, padyatra, udyog, and discipline-specific courses serves in assessing students in accordance with Gujarat Vidyapith's goals.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Paste link for Additional Information	[View Document](#)

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

Response:

Programme outcomes, Programme-specific outcomes and course outcomes are mentioned in the programmes and courses. Detailed syllabi of each course in each programme have been put-up on the institutional website. Programme outcomes follow the graduate-attributes as defined by Gujarat Vidyapith and it cover the over-all development of the student in the programme. This is monitored by the teachers of the department, coordinators, and the wardens. The programme outcome checks whether the students demonstrate all the qualities expected of them in behaviour and conduct both inside the campus and outside the campus during various camps, village visits, internship placement etc. Some of the

important markers of the programme outcomes include working in teams demonstrating dynamic and problem-solving attitude, breaking down any issue to its core and address it right at the core, and most importantly the communication skills with total strangers. The leadership skills are evaluated in coordinated activities such as workshops, padyatras, NSS camps, and in overall activities of communal living. The feedback of the employers is also crucial in evaluating whether the students demonstrate programme outcomes.

The programme-specific outcomes are evaluated by the teachers of the department and it focuses on the overall understanding of the programme by the students. Students are observed based on how they connect their understanding of one course with the other courses. The final semester dissertation also evaluates the overall understanding of the programme. As the dissertations are evaluated by external referees, students and the department get feedback on students' understanding of the programme. The organizations where students go for internship also provide feedback on the learning outcomes of the programme.

The course-specific outcomes are evaluated by course teachers. In order to evaluate the course-specific outcomes, the Institution has devised the following process:

1. Two internal tests of 20 marks each.

1. Presentation(s)

1. Assignments

1. Seminars / Quiz / Group Discussions

1. Project Work

1. Semester-End Examination of 60 marks.

The above-mentioned parameters are useful in adequately evaluating the course-specific outcomes. The course-specific outcomes in applied sciences are tested in practical work while in humanities and social sciences, it is also evaluated how students perform in their presentations and assignments. The communication skills, logical argument, marshalling of resources, and level of confidence is evaluated for course-specific outcomes.

Recognition of Meritorious Students: Every year, the Institute rewards those students who achieves academic excellence in different academic programmes and also in co-curricular activities. Every year around 61 different awards are given that includes Gold Medals, Silver Medals, Cash Awards, and Bronze Plates recognizing excellence in individual programmes, overall programmes, and graduate attributes.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

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

Response: 100

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

Response: 875

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

Response: 875

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.37

File Description	Document
Upload database of all currently enrolled students	[View Document](#)
Upload any additional information	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

The foundation of higher education is research. In its most basic form, research is intended to add to the current corpus of information, therefore aiding in the development of answers to existing issues or adding convenience to operating procedures. In this regard, Gujarat Vidyapith has established a well-planned infrastructure to support research activities, whether academic, sociological, or scientific in nature; all forms of research activities are carried out passionately and with keen interests. To grow and accommodate research temperament, teachers are encouraged with promotional avenues in accordance with UGC regulations. The teachers are provided with personal cabins, work stations, and limitless Internet access adequate for their research needs. Students at all levels (UG/PG/M.Phil. /Ph.D.) are encouraged to participate in the respective research disciplines. Furthermore, almost all programmes include Research Ethics and Methodology papers in the curriculum, where students are taught the fundamentals of research theories and are required to do actual research as a partial prerequisite for fulfilment.

Gujarat Vidyapith has the most extensive library, with hundreds of thousands of printed archives and reference books. Aside from this heritage, Vidyapith has subscriptions to e-resources such as the e-Shodhsindhu consortium, which provides authorised access to over 7000 e-journals, as well as various international databases such as ISDI, World e-book Library, and South Asia Archives etc. The library subscribes to around 80 print journals on a regular basis. All three campuses also include well-equipped libraries that operate in tandem with other libraries.

Another important and basic research location is the laboratory. The Microbiology labs in the practical and applied science courses are equipped with all of the modern instruments, with 35 of them costing more than Rs. 1 lakh, resulting in Instrument Assets worth more than Rs. 192 lakhs being used only for practical research. The laboratories of the Biogas Research Centre, the Physical Education Department, the Computer Department, the Audio-Visual Department, the B.Voc, and the MBA departments are all equipped with the state-of-art instruments and technology, creating a research environment that inspires students and teachers to strive for more.

Gujarat Vidyapith also maintains and updates its policies to ensure uninterrupted support and encouragement to the institution's research environment. Several resolutions are made from time to time to support the institution's research activities in accordance with UGC norms and statutes. Academic council Report -13-3-2020 (Resolution No. -13), 15-10-2019 (Resolution No. -03, 25), 8-10-2018 (Resolution No. -3), 17-3-2018 (Resolution No. -5), 14-6-2017 (Resolution No. -17) are some examples of resolutions made by the University's Academic Council.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

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

Response: 1.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1.5	0	7.5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the award letters of the teachers	[View Document](#)

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

Response: 27

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	3	2	7	4

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.5 Institution has the following facilities to support research

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**
10. **Any other facility to support research**

Response: A. 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Paste link of videos and geotagged photographs	[View Document](#)

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

Response: 11.76

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

Response: 02

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-version of departmental recognition award letters	[View Document](#)

3.2 Resource Mobilization for Research

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

Response: 53.09

3.2.1.1 **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
30.21	0	13.38	7.51	1.99

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 318.86

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
49.06	181.44	50.53	18.37	19.46

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

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

Response: 2.61

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

Response: 59

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

Response: 113

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste Link for the funding agency website	[View Document](#)

3.3 Innovation Ecosystem

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

Response:

The National Innovation and Start-up Policy 2019 for Students and Faculty of Higher Education Institutions (HEIs) intends to enable HEIs to actively engage students, faculty, and staff in innovation and entrepreneurship-related activities. In accordance with this structure, Gujarat Vidyapith has made significant strides to establish a healthy innovation and start-up ecosystem across all of the departments under its aegis.

Since the policy aims at active participation of students and faculty members to use their inventive passions to bring forth specific products that enhance ease of operations in any aspect of life, it is worth mentioning at the beginning that this need first and foremost, an inspiring infrastructure and sound support system that encourages the prospective innovator to work with passion and courage. The SSIP forum of the Institute has held 6 Awareness Programs to far in order to develop and maintain such an atmosphere. The abrupt outbreak of the Covid19 pandemic, which forced absolute lockdown, has halted the program's operation; otherwise, there could have been some more fantastic inputs.

Out of the six awareness programmes that have been held so far, the forum has been able to get lot of Start-Up projects from different departments of the institution. Details are in the following table:

Sr No.	Department	Applied	Approved
1.	CSRM –Randeja	5	1
2.	USIC	1 +1	1
3.	Department of Computer Sc.	2+3	1
4.	Social Work	1	0
5.	Microbiology	2+2	1
6.	Mass communication and journalism	1	1
7.	Rural economics department	2	0
8.	Physical Education	0+3	
9.	Alumni	1	0
10.	Outsider	1	0
11.	Others	2	0

The institute has developed 27 ideas as part of this creative and innovative activity, three of which have been identified as noteworthy inventions. Continuous encouragement and a solid support structure are essential to maintain the inventive spirits and make the path trouble-free. For this, 27 academic members have agreed to serve as mentors to the young innovators. The mentors' responsibility is to give encouragement and technical aid, as well as to gain specific assistance on their behalf from relevant authorities.

The SSIP forum intends to organise workshops/sensitization programmes for school students, faculty awareness programmes, alumni awareness programmes, idea competitions, faculty development and capacity building programmes, screening committees, and other activities in order to foster a healthy and contributing environment in the Institute and, by extension, in society in general.

File Description	Document
Upload any additional information	View Document

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

Response: 79

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

2020-21	2019-20	2018-19	2017-18	2016-17
27	18	15	12	07

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 30

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	19	5	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e- copies of award letters	[View Document](#)
Any additional information	[View Document](#)

3.4 Research Publications and Awards

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

Response: B. 3 of the above

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

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

Response: C. 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

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

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	1	0	0

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

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

Response: 1.54

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

Response: 128

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

Response: 83

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

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

last five years

Response: 5.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
113	100	145	116	104

File Description	Document
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 2.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
58	45	52	41	54

File Description	Document
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()

3.4.7 E-content is developed by teachers :

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

Response: D. Any 2 of the above

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

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 1.76

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 4

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

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

Response:

One of the missions of the Institute is to work towards the upliftment of the society from the grass root levels. To acheive this Bottom;Up approach, the Institute helps rural society through various studies and research projects. As most of the departments undertake research on rural issues, the Institution ensures that the research report is shared back with the society so that the society should gain from the knowledge.

Since the Institute believs that the knowledge should be shared without any expectation of monetary gains, the Consultancy work is done in the nature of honourary work.

The Institution carries out surveys through its different extension programmes in the area of sanitation, hygiene, literacy, gender equality, economic status of marginalized communities, energy consumption, natural resources, and land. The data is analyzed and results and recommendations are shared with the society where the research is conducted. During the COVID 19 lockout, students collected data regarding impact of the pandemic in their villages inplace of the regular ?????????????????, specially on

?????????????. The Chancellor delivered addressed the webinar held on 2nd Octobar, 2020 on the basis of this data. These results and recommendations help the communities to figure out their areas of concern and the Institution also helps the communities in implementing the corrective measures. This takes form of training programmes and workshops.

One of the major consultancies works of the Institution is the installation of biogas plants in different villages as well as in restaurants on highways. Now, the focus has been on guidance in case of any malfunctioning. This has not only created an alternative source of energy but also has taken care of the maintenance of bio-waste.

Similarly, the Department of Social Work has been providing consulting services to different Voluntary Organizations and workers individually working in the society. The department has been instrumental in setting up a Childline helpline which helps children who are in despair and in any kind of need. The department also helps the women to fight against any kind of injustice. Many departments conduct awareness drives in different villages regarding rights of women and prevention of harassment of women in familial and public spaces.

The Center for Studies in Rural Management helps village societies in formation of different organizations and helps them in securing government schemes for the benefit of the rural society. The center also shares all its reports with the rural society and helps them in implementing the recommendations.

Gujarat Vidyapith provides its consultancy services free of charge. The reason behind this policy is its mission of working for the rural society. The Institute believes that knowledge it produces comes from the society and it sharing that knowledge with the society is its ethical and professional responsibility. Seeking remuneration for this work does not appeal to the ethical foundations of the Institution as it exists on the public funding.

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.6 Extension Activities

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

Response:

At Gujarat Vidyapith, education is centred on making students sensitive to the concerns of the society and instilling a sense of duty to solve such issues and think actively in the direction of permanent or alternative solutions. When students are introduced to society and confront real-life difficulties, they could recall their experience at the Institute. With this objective in mind, the students visit and observe the larger society for at least five to 10 days during the academic semesters.

In the odd semesters, students participate in our annual regular programme of ????????? ????????, and in the even semesters, they attend Rural NSS Camp. Some departments have Field Work, Blok Placement initiatives based on their unique needs.

During times of calamity and crisis, students from Gujarat Vidyapith are led to the afflicted areas for rescue efforts. They have operated in Nepal after earthquake, floods in Surat and Banaskantha in Gujarat.

During the COVID-19 pandemic, students from the Social Work department contributed in hospitals by providing socio-psychological counselling to not only patients but also their family members. Departments like Microbiology, Physical Education and Rural Management also worked with the society in their respective experise.

Most departments at Gujarat Vidyapith engage in various socially beneficial activities in remote and interior rural and tribal areas, such as free legal counselling, consumer awareness among rural women, digital transaction education, encouraging rural people to participate in ????????, motivating parents to re-school dropout girls children, saving girl children.

In urban areas, they distribute literature, take part in Traffic Awareness and Traffic Control, Get involved in helping injured birds during ????????????. The Institute has a tradition of taking a March from Vidyapith to Kocharab Ashram (fitst ashram Gandhiji established in returning from South Africa) on 30th January to commonorate the ???? ????.

Our students and teachers partake in intensive ???????? ??????, the extension of Gandhian thought in rural schools, ??????????? (the control of addiction) and social ills, mass sanitation and planting, and so on.

????????? ???????? plays a vital and significant purpose. As Gandhiji believed in ???????????, the students and faculty undertake a journey to various rural and interior parts of Gujarat to observe and experience the challenges of village life. They also devote time for awareness drives weaving the burning issues such as the importance of Cleanliness, Adult Education, Gender Imbalance in Demography, Pollution, Women Empowerment, Water Harvesting, Organic Farming performing street plays.

Students at Gujarat Vidyapith participate in the NSS programme. This effectively imbibes a sense of social responsibility in the students. Many awareness efforts, such as those for tree planting, the need of cleanliness, and the dangers of plastic, are planned to instil a feeling of responsibility in students while also communicating messages to the general public. Blood Donation Camps, celebrations of important days, and health awareness initiatives are aimed at the whole community.

Students of Microbiology and Physical Education departments visit schools in neighbouring villages. This benefits both the rural pupils and the the students who get training as trainers.

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

Response: 13

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

2020-21	2019-20	2018-19	2017-18	2016-17
05	2	2	3	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 298

3.6.3.1 **Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
65	80	70	39	44

File Description	Document
Reports of the event organized	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during

the last five years

Response: 297.88

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

2020-21	2019-20	2018-19	2017-18	2016-17
6388	7780	10492	7169	4394

File Description	Document
Institutional data in prescribed format	View Document

3.7 Collaboration

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

Response: 61.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
39	43	129	47	49

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

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

Response: 48

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	01	16	13	12

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Gujarat Vidyapith, a living heritage of Gandhian philosophy, is working to carry on Gandhian thoughts of education. The Institution is a proof of the fact that quality education does not require grand infrastructures. Simple but adequate infrastructure is sufficient for the entire process of teaching-learning, research, and extension. The infrastructure of the Institute merges in the overall environment of the campusrather than imposeing itself on people or it does not reeks of status or power.

Of the three campuses, Ahemedabad campus is spread over 27.65 acres, Sadra campus covers 37.80 acres, and Randheja campus covers 32.28 acres. The development of infrastructure complies will all the rules and regulations of regulatory authorities.

Teaching-Learning Facilities

Fully furnished and well-equipped classrooms, seminar halls, computer labs, and offices for the teachers. The classrooms are specious, well ventilated and echo free.

Smart classrooms, seminar halls, and auditorium are used to conduct the special programmes like seminars, workshops, symposiums, co-curricular and extra-curricular activities.

Using modern aids, the Institute has enhanced the teaching-learning process and has established 65 Technology Enabled classroom/hall with LAN/Wi-Fi capability, LCD projectors.

Each campus has adequate and well-equipped computer center for academic and research activities. The labs are equipped with round-the-clock internet facility. 1 Gbps speed is available in the campus with modern computing facilities. There are around 750 Personal Computers with specialized software and LAN/Wi-Fi connection and UPS back up. All three campuses are connected with wireless internet network. The students can utilize the systems during the lab hours as well as in hostel to fulfill their academic needs.

The central library of Gujarat Vidyapith is located in the Ahmedabad campus. This historic library has a total collection of more than 6 lakh books including volume sets, rare books and reference materials. Libraries of Rural campuses are looked after by the central library with a certian degree of autonomy. All the three libraries are full-automated.

Department libraries / drawing halls / faculty cabins and rest rooms are available. Science and Language laboratory provide necessary support to the regular classes. Microbiology laboratory is well-equipped with state-of-art research equipment such as GC, HPLC chromatography system, sample application device, UVIR, spectrophotometers, hydrogen gas generator, heavy duty centrifuge refrigerator among other things. Food and Nutrition Programme run by the Vocational Centre has a laboratory to measure the nutrient values of various food items.The Audio-Visual Production department has a cutting-

edge studio, and the computer department has a recently created and well-equipped language laboratory.

The two rural campuses also contain lectures and prayer rooms that are sufficiently equipped, well-furnished, and well-maintained. In various academic blocks, there are a total of 7 halls that are used for dual purposes of seminar and community prayer. All of these are adequately furnished, well equipped and well maintained.

Gujarat Vidyapith adheres to the traditional Indian sitting arrangements where the students sit on the floor on a mat. This helps the staff and students in developing firm discipline. In addition, each building has a lift and a ramp for differently-abled people.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Gujarat Vidyapith acts as ana facilitator for students to reach their full potential. The Institute's mission is to produce physically strong, mentally robust, and professionally skilled individuals who will help to build a healthy society.

Sports Facilities

The institution provides sports facilities for both indoor and outdoor activities. Outdoor sports, traditional and later introduced, like kabbaddi, kho-kho as well as cricket, badminton, basketball, volleyball, handball and netball have separate grounds.

At Sadra campus, a large auditorium, gymnasium hall and open stadium of national quality equip the students to compete at a higher level. There is also a well-equipped indoor stadium for tennis, carom, and weigh-lifting. A well equipped and facilitated laboratory for testing sports persons fitness and wellness is also available.

Various cultural events, sports competitions and government agency's physical examinations are conducted here on a regular basis.

The remarkable facilities of the physical education and Yoga department include a wide range of sports and essential equipment for students, all under the able guidance and supervision of highly trained instructors, serve as a good motivation for the students.

Sports Facilities	
Particular	Number

Multipurpose Playground	4 (Ahmedabad-1, Sadra-1+1, Randheja-1)
Courts for Indoor and Outdoor Games	Tennis-1(Sadra-1)
	Volley Ball – 7 (Ahmedabad-2,Sadra-3+1, Randheja-1)
	Basket Ball – 2 (Sadra-2)
	Hand Ball - 2 (Sadra-2)
	Kabaddi – 4 (Sadra-2+1, Randheja-1)
	Kho-Kho – 2 (Sadra-2, Randheja-1)
	Badminton – 3 (Ahmedabad-1,Sadra-2)
	Net Ball – 1 (Sadra-1)
Tracks and Fields – 400 mtr	3 (Ahmedabad-1,Sadra-1, Randheja-1 (200 mtr))
Gymnasium	3 (Ahmedabad-1, Sadra-1, Randheja-1)
Outdoor Stadium	2 (Ahmedabad-1,Sadra-1)

Yoga Centre, Gym and Swimming Pool:

Many activities for students' well-being are held each year at the Yoga centre.

The Institute has a fully equipped gym with the latest workout equipment.

In Ahmedabad, there is a gymnasium and a swimming pool. Students, employees, and local residents all make use of these facilities.

Auditorium:

The auditorium at the Ahmedabad campus can accommodate 750 people. Earth cooling system is being used in the building of this hall. It is important to keep in mind that this is not a replacement for air conditioning; rather, it is a means of increasing comfort. Traditional lime mortar and bricks are used in a load-bearing construction in this building. A natural earth cooling system is the first of its kind in Gujarat. Seminars are held here. It also serves as a prayer hall.

In addition, Sadra and Randheja campuses contain auditoriums with 750 and 500-plus seating capacity, respectively.

Facilities for Cultural Activities

Cultural events are a great way to cultivate leadership, teamwork, and personal interests. In the light of this, the Institute hosts a variety of cultural events and contests where students assume leadership roles.

The Institute hosts an annual cultural festival, and many other events round-the-year.

All the campuses have multipurpose halls and enough facilities for departmental level cultural events, yoga, games (indoor and outdoor), and sports for the mental development of students and teachers

File Description	Document
Upload any additional information	[View Document](#)
Geotagged pictures	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Availability of general campus facilities and overall ambience

Response:

Hostels

Separate hostels for boys and girls are available in each campus. Ahmedabad campus also has a hostel for international students.

A regular hostel room has modest amenities such as bed,desk, cupboard, and lights and fan/s for the inmates. There are computer room, recreation room, reading room and common area. Hostels have 24-hour water and electricity supply. Use of solar water heaters and steam cooking saves time as well as energy. Ahmedabad campus has a Piped Natural Gas line for cooking. Sanitation facilities are adequate and there is a separate place for doing the laundry. The courtyard serves as a usable land for cultivation of organic vegetables.

Health

Medical and para-medical services are available to staff and students at the health centre in each campus.

There are medical centres on every campus, staffed by Medical Officer, honorary consultants, and paramedical Staff.

Our Health centres educate students and the general public about the importance of a healthy lifestyle.

Gujarat Vidyapith, Ahmedabad, has established a centre called the Universal Healing Program (UHP) in 2018 that promotes complementary and alternative medicine, especially for patients with heart ailments.

Campus Facilities:

The Ahmedabad campus is furnished with a guest house that has all necessary amenities such as a conference room, dining hall, Air Conditioned/ non Air Conditioned rooms with Wi-Fi, and a rest room.

Gujarat Vidyapith is bestowed with beautiful green campuses and landscape gardens which are scattered over all three campuses. Variety of ornamental amd medicinal plants and trees add to the overall beauty of the Institution.

Alumni students manage and offer healthy and delicious breakfast, lunch, and dinner to the visitors in canteen.

Natural water coolers have been installed in all campuses, including collage buildings, common area, hostel, and other locations.

Bank and ATM services are available within the Ahmedabad campus, and services are available within 500 metres of both rural campuses.

A generator is provided at the institution to provide backup power in the event of an unexpected power outage due to maintenance.

The computer centre and laboratory are equipped with an uninterruptible power supply (UPS) and a servo stabiliser to ensure smooth functioning of the power as well as backup.

Wireless Internet access is available in all the campuses and hostels.

On the Ahmedabad campuses, all of the educational buildings are equipped with a grid-connected solar roof top facility that generates 217 kW of electricity. There are inverter facilities accessible in certain locations.

Khadi is made accessible to students and teachers within the campus.

Gujarat Vidyapith has its own buses and other vehicles which are used for academic, research, and outreach activities by both staff and students. In order to facilitate academic tours and social functions for employees, Gujarat Vidyapith provides vehicles at subsidised rates.

The campuses are equipped with a ramp and a lift to allow differently-abled individuals to travel about in their wheelchairs without any trouble. Disabled-friendly restroom facilities and wheelchairs are also available in the campuses.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 34.16

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

2020-21	2019-20	2018-19	2017-18	2016-17
33.42	262.45	731.59	736.18	259.49

File Description	Document
Upload audited utilization statements	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The library automation was accomplished through the use of in-house library software built on the Sybase Database Management System. However, in 2001, INFLIBNET Centre released their own Library Management System SOUL 1.0, and Gujarat Vidyapith libraries have transitioned from their previous library software to SOUL 2.0.

As of now, the ILMS holds more than 6 lac entries of book information. In addition, the libraries are in the midst of integrating the SOUL 3.0 version, which was released earlier this year.

In order to handle operations of acquisitions, circulations, serial control, Web OPAC, and maintenance, the Central Library in Ahmedabad and the campus libraries (Sadra and Randheja) have used automated systems.

Acquisition, cataloguing, circulation, serials, Web OPAC, and reporting are the modules that make up SOUL 2.0. The system complies with industry standards such as MARC21, Unicode, NCIP (NISO), and barcodes, among others.

The modules of the software support all of the operations of the circulation section, including the issuance and return of books, book reservations, reminders, and the collection of late fines. In addition, the programme is used in the handling of serials, the control of current issues of print journals and back volumes of journals, the processing of subscriptions, the sending of reminders to subscribers who have not yet received journal issues, and the binding of journal volumes.

The Web OPAC makes it easier to search across the whole collection, with results that include the location of a book at a specific area inside the library. The ILMS offers a distributed system of input for bibliographic information of books, documentary resources such as magazines consisting of current issues, bound volumes, and theses and dissertations, as well as other types of materials such as maps and photographs.

Digitization Facility

The library is equipped with 23 workstations, which serve as a portal to online e-resources for students and

faculty. This lab was established under the aegis and with funding provided by the INFLIBNET Centre, which is also the agency that has set up the lab. The lab is equipped with two servers and twenty high-end PCs equipped with scanners.

More than 533 dissertations have been digitised and uploaded to institutional repositories and the Shodhganga platform as a result of the work done in this lab. This lab is being used by the library for the digitization of thesis and rare books that do not come within the scrutiny of copyright laws.

In the past, the library launched a digitisation project, which was carried out by the government-nominated agency Centre for Development of Advanced Computing (C-DAC), resulting in the digitization of over 32000 volumes.

In addition to this, 627 rare manuscripts and more than 800 items relating to Gandhian literature and thought have been digitized.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: A. Any 4 or more of the above

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

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

Response: 18.34

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

2020-21	2019-20	2018-19	2017-18	2016-17
5.69	14.88	28.96	22.35	19.81

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

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

Response: 0.85

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

Response: 21

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

4.3 IT Infrastructure

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

Response: 100

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 107

File Description	Document
Upload any additional information	
Institutional data in prescribed format	
Paste link for additional information	

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

Response:

Vision: To offer state-of-the-art information technology infrastructure and to make all of the content in the Gujarat Vidyapith available via IT-enabled services.

 Mission:

1. The information technology infrastructure must be continually upgraded to ensure that it remains on the leading edge of technology.
2. To ensure that software systems and applications are used in accordance with legal requirements.
3. To create a safe and secure information technology infrastructure that can serve as a platform for all types of information, statics, and dynamics to be shared.
4. In the process of nation-building, it is important to be environmentally friendly and to make the most of available infrastructure.

The Institute has a well-defined policy. It has always been in the forefront of technology adoption and the provision of ICT-enabled services to all of its constituents and stakeholders. A framework for the use of information and communications technology infrastructure is established towards integrating ICT in all aspects of the functioning of the Instiution. The policy also outlines a mechanism for the establishment and maintenance of ICT infrastructure at the main campus and its rural campuses (Randheja and Sadra). The institute provides adequate financial provisions for the growth and upgrading of its information and communications technology (ICT) facilities including Wi-Fi.

The Institute has a campus network and Wi-Fi service with around 1100 nodes, which is a large number. Fiber optic cables are offered for connecting devices in a more rapid and efficient manner. Computers that are old and out of date are upgraded on a regular basis. Depending on the setup, they are either replaced or enhanced. In response to the increasing demand for computer resources from students, research researchers, and faculty, more computing facilities are being introduced.

The Institute has established a Digital Learning Monitoring Cell, an ICT Purchase Committee, and an ICT Policy Implementation Committee in order to ensure the smooth functioning of ICT development.

1. The guiding principles of the ICT Policy includes access, economy, efficiency, effectiveness, relevance, openness, privacy, accountability, sustainability, learner-centric, pedagogically driven, and quality assurance.
2. The ICT applications are divided into the following categories: system administration, research, teaching-learning, student assessment, support services, community participation, student data management, human resources development, networking, and quality assurance
3. In order to successfully employ ICT in all its activities, the Institute shall adopt necessary steps for the capacity development of academic, administrative, and professional personnel.
4. To encourage the use of free and open-source software.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 3:1

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

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

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

Other Upload Files	
1	[View Document](#)

4.3.5 Institution has the following Facilities for e-content development

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Links of photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 63.96

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
246.69	751.22	728.54	623.91	552.27

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response:

The Estate Department (Engineering) at the main campus in Ahmedabad is responsible for maintenance of all campuses and all buildings, with the assistance of a maintenance workforce that includes plumbers, pump operators, electricians, carpenters, and other tradespeople.

All equipment, such as water coolers and air conditioning units, is maintained by specific departments on an as-needed basis or via an annual maintenance contract.

Major repairs and maintenance projects are managed by the engineering office via the awarding of contracts to outside contractors, whilst smaller repairs and maintenance projects are handled directly by the engineering office.

Security personnel and non-skilled employees are employed via out-sourcing with just a limited number of contractual commitments.

These staff are also responsible for taking care of the classrooms, the guest house, the grounds, and the seminar and prayer halls.

All of the buildings have been made barrier-free, and ramps, railings, and other accessibility features have been provided for those with disabilities.

A lift has been installed where it is essential.

Librarian and support personnel have been recruited to oversee the operation of the central library. In the teaching and learning process, they are concerned with the availability and usage of instructional materials.

In-house maintenance is provided for all departments in the Gujarat Vidyapith that have personal computers, vital software, and peripherals by the computer department, the USIC, and the system personnel at the rural campus.

The information technology infrastructure is maintained by technical support, technicians, and a system administrator. There is no AMC for the maintenance of ICT assets, and money is conserved by the "learning by doing initiative: ??????"

In the Science Department, each laboratory is supervised by a teacher who serves as lab in-charge, as well as by a Lab Assistant and an attendant. The person in charge of the laboratory is responsible for maintaining and upgrading the laboratory with essential equipment on a regular basis in order to keep up with changes in the curriculum. Every laboratory assistant maintains a record of the equipment, computers, and other materials necessary for experiments that have been used.

The Physical Director of the institution is in charge of the institute's sports facilities and activities. The sporting equipment is distributed to the students in accordance with the schedules of the various activities.

Power is available 24 hours a day, seven days a week across the campus. Vidyapith makes optimal use of solar energy for streetlights, as well as for various areas of the library and the USIC department. Since the beginning of the year 2020, the main campus of Gujarat Vidyapith has been utilising total power production of 217 kw from grid linked solar roof top, with an additional 191 kw added at the beginning of the year 2020.

Fire extinguishers are located in strategic locations across all structures.

A network and system management team has been established to ensure that internet connection and the CCTV security system are maintained. Security personnel are recruited to ensure the safety of the whole facility.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 76.86

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
1163	1774	2180	2246	1956

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

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

Response: 6.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
208	233	115	54	131

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

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical

fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

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

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Link for additional information	View Document

5.2 Student Progression

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

Response: 41.32

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	38	65	21	18

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	70	90	110	74

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 12.21

5.2.2.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
131	75	95	106	101

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 43.77

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 383

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.3 Student Participation and Activities

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

Response: 33

5.3.1.1 **Number of awards/medals won by students for outstanding performance in sports / cultural**

activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
00	8	10	8	7

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Students at Gujarat Vidyapith are taught leadership qualities, teamwork, and a feeling of personal accountability as part of their curriculum. Students' councils are constituted according to the Institute's academic units in order to ensure that students have a voice in any student-related matter. Students in each class vote for a representative to serve as their Class Representative (CR). Faculty Representatives (FRs) and Deputy Faculty Representatives (DFRs) are chosen by their fellow CRs in an academic unit. One FR represents the Students' Council in different administrative bodies of Gujarat Vidyapith. The Students' Council meets the management on a regular basis to discuss student-oriented events and to address students' concerns. All components of institutional life, including educational, co-curricular, accommodation, food, and handicraft skills, are assessed in great depth during the yearly meeting of the council and administration of the Institute. Teachers, department leaders, and deans keep tabs on the Student Council's activities and performance to guarantee its efficacy.

Additionally, there are many additional posts that are held by CRs such as Prayer Secretary, Cleanliness / Health Secretary, Cultural / Sports / Literary and Media Secretary among others. There are a variety of events organized by the Students' Council, including elocution and cultural competitions as well as workshops and seminars. Such programmes provide students the opportunity to showcase their abilities and skills in a variety of ways. Various committees are responsible for putting up these events. Coordination, teamwork, time management, and resource management are among the objective of all of these courses.

Hostel Management: Students at the Institute are given the opportunity to develop and enhance their life skills. Hostel living is designed to be a significant training and learning ground for the development of community skills and values. Students are in-charge of the hostel's administration through many committees. A vital link between the students and the coordinator is the hostel Warden. Only in times of crisis would the Warden become involved in the functioning of the various committees. Some of the activities implemented by the Students' Council are: keeping the residence halls and campus clean, the maintenance of the lights and fans in the common areas, water conservation, meal planning and preparation, food waste reduction, and the preservation of trees and saplings on the campus.

Placement: Students are an integral part of the Placement Cell in the departments where placements are conducted. Coordinating the placement process in conjunction with the Placement Team is part of the work responsibility as a Placement Coordinator. It is up to students to keep an eye on different organisations and engage with former students of the Institute who are working in other organisations.

File Description	Document
Link for additional information	[View Document](#)

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

Response: 97

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

2020-21	2019-20	2018-19	2017-18	2016-17
05	104	124	126	126

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.4 Alumni Engagement

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

Response:

"Gujarat Vidyapith Snatak Sangh" is the largest body of alumni of the graduates of Insitution. Many departments of the Institute have their own alumni associations such as the departments of Computer Science, Social Work, Human Resource, and CSRM. The registered alumni associations in Gujarat Vidyapith are "Gujarat Vidyapith Samajkarya Sangathan" of the department of social work and "Gujarat Vidyapith Computer Science Alumni Association". Other unregistered associations which have been formed and working are "Bhutpurva Vidhyarthi Association" of CSRM Randheja and "Microbiology Bhutpurva Vidhyarthi Sangthan" of the Microbiology department.

A large number of alumni hold prestigious positions. Some of the notable alumni are Bhaskar Niranjani,

Director- Raghvendra Green Technology Pvt. Ltd. Rajkot, Dr. Mukeshchandra Chavda- Operational Head – GVK Emergency Management and Research Institute- Gujarat, Mr. Jaldeep Thakar- Gramshilpi Project- Gujarat Vidyapith – Pedhamali, Shree Mafatbhai Bharvad –Sarpanch-Kamizla Gram Panchayat- Viramgam, Shree Arvind Zala- Awarded Constable- Anand Police Station- Ahmedabad, Shree Nilam Patel- Gramshilpi Project- Gujarat Vidyapith- Khobagam- Dharampur- Valsad, Shree Jayanti Thakor- Principal- Government Commerce College- Netrang, Dr. Neeraj Silawat- Indira Gandhi Presidential Awardee- National Service Scheme- Government of India, Dr. Kishor Patel- State level Awardee- Government of Gujarat, Dr. Suresh Barnval- HOD- Department of Yoga-Dev Sanskruti Vishwavidyalaya- Haridwar, Dr. Kamal Kumar Kar- Assistant Program Advisor- Directorate of national Service Scheme- Government of India.

The alumni association of master of social work department "Gujarat Vidyapith Samajkarya Sangathan" has made effective representation from time to time to protect the interests of professional social workers against the concerned ministers in the government and has also moved to the courts in some cases.

The majority of Gujarat Vidyapith alumni associations have a general alumni gathering once a year. A group of alumni from various departments meets on campus for a few days, explores the campus, and interacts with staff and students. Alumni gatherings usually include a component recognizing current students' academic accomplishments. Students in the current batches get the chance to engage with seniors. The Computer Science Alumni Association also provides financial assistance to the underprivileged students in their department, as well as economically weaker students in other departments at Gujarat Vidyapith.

The majority of Gujarat Vidyapith students come from rural and tribal regions, and after imbibing education and Gandhian thought here, they return to their places and do valuable work, providing an inspiration and encouragement to new students. Career Counselling and Placement sessions are also held by alumni organisations. Gujarat Vidyapith is proud of its alumni who are embodying the Gandhian principles and aiding the underserved and underprivileged students via different methods. They are making a vital contribution to the growth of society and the country in this manner.

File Description	Document
Link for additional information	View Document

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

Response: C. 20 Lakhs - 50 Lakhs

File Description	Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Gujarat Vidyapith has a clearly stated vision and mission which has been displayed on its website as well as on all its printed institutional material such as its constitution and the ???????? (diary) which is given to every member of the institution at the beginning of an academic year. Some of the most important points of the institution's vision and mission are character building among the students, training them to be grassroots workers, cultivating the sense of community life and communal harmony, eradication of untouchability in all forms and notions, working towards sustainability in all walks of life, education through mother tongue, and fostering the idea and practice of gender equity.

The academic governance of the Institute follows its vision and mission. All the programmes and courses are designed to reflect the vision and mission of the institution. At every level, each rogramme ensures that it has components of Gandhian thoughts integrated in the theorey as well as in practice.

The three components of higher education: teaching-learning, research, and extension activities are integrated such that the requirement of grassroot people are kept at the centre of its programmes. The research programmes at Gujrat Vidyapith gives preference to those areas which have direct bearing on the life of common people. The focus is on analysis and possible solution to people's problems.

The academic governance includes the overall atmosphere of life on the campus for the students and the staff. ???????? (Orientation Programmes) is conducted to orient the students towards the vision and mission of the institution.

Hostel life is the most important part of the community living aspect of the institutional academic atmosphere. It reflects the institutional vision of educating the Head, Hand, and Heart. It includes community prayers, cleanliness, and work in the hostel mess. Udyog is aimed at providing some useful skills to the students which can be useful in their life. It also aims to make the students use their hand and do physical work to produce something concrete and socially productive.

The administrative governance of the Institute follows the structural framework its vision and mission. Structural framework is same for all the members irrespective of rank or area of work. As a part of its heritage and as a representative of the practice of sustainability, khadi is compulsory fabric for all members of the institution. The aim is to imbibe khadi as a way of life and not merely as a uniform to be worn during the working hours. Members of the staff are recruited following the norms of the government. Additionally, all the staff members are made aware of the rules and way of life of the institution right at the time of the application and later on joining also. It reflects the complete transparency in the expectation of the institution. The rules of community life, communal prayer, communal harmony etc. are applicable for all. The Annual Performance Appraisal Report of all the staff members include appraisal on all the parameters covering the vision and mission.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Under the guidance of Gujarat Vidyapith Sponsoring Society, the Board of Management is the final decision-making body of the Institution in respect of every matter: academic, administrative, financial and developmental. BoM functions in conformity of the objectives of the Institute. However, to ensure decentralized and participative management various committees such as finance committee, Academic Council, Board of Studies, *Paramarshan Samiti* (Department Consultation Committee) and grievance committee work under the directions of the Board of Management. There is a clear demarcation of areas of functioning between different governing bodies.

The Institute changed its entire academic governing units by introducing Faculty and Dean system beginning from April 2016. All the Deans were given a fixed tenure of three years. Similarly, departing from the earlier system of having no fixed tenure for head of the departments, a fixed tenure of three years was introduced to ensure that other teachers of the department too get a chance to lead the department. It has resulted in new vibrancy in terms of ideas and practices in running of the departments. As the higher education units of Gujarat Vidyapith are spread over three campuses, the post of the coordinator of each campus has been retained to ensure smooth communication between different units as well as between teachers and the administration of the institution.

Beginning from 2016, the head of the departments and the deans have been allotted certain fixed amount of money over the budgeted requirement which they can spend on the immediate educational requirements of the departments and faculties. It cuts the administrative delay of securing expenditure sanctions and ensures smooth functioning of the academic life of the departments.

To ensure participation of all the members of the staff in the governance of the department, the Board of Studies include all the teachers of the department. It gives chance to all the teachers to present their experience and feedback in the syllabus revision process. It also allows for more ideas on the syllabus formation and revision. Some departments collect industry feedback too to design and revise their courses accordingly.

Another important step in the process of decentralization and participative management is the formation of *Paramarshan Samiti* in each department. All the teachers of the department are the members of the committee. Every single decision whether academic or administrative is taken in the *Paramarshan Samiti* after adequate deliberation. It decides workload distribution, students' monitoring system, examination pattern, library book purchase, and other requirements of the department. No decision can be taken by the head of the department, making the whole process participatory.

File Description	Document
Link for Additional Information	

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Gujarat Vidyapith began taking measures in 2016 to decentralise its governance and make it more participatory. One of the most significant initiatives was to ensure that every department member was engaged in all aspects of the department's governance. To that intent, each department constituted a Paramarshan Samiti. This committee is comprised of all of the teachers of the department. A resolution passed by the institution's Academic Council mandated that all decisions in the department will be made solely in the DCC. Most critical decisions for the department's growth and development, as well as those that affect faculty members and other stakeholders, cannot be made unilaterally by the head of the department without first presenting them to the committee for deliberation. This single step has guaranteed that every single member of the faculty participates in all departmental activities and is accountable for all DCC decisions.

The Paramarshan Samiti has been given authority over all academic and administrative decisions pertaining to all aspects of the department. It makes decisions on new programmes and courses, course revision, teaching methodology, examination pattern, evaluation pattern, entrance test papers, expert panel recommendation for Board of Studies, external examiners, Research Advisory Committee, purchase of stationary and other educational aids, purchase of library books, and so on.

This approach has resulted in due deliberation of each aspect. Individual instructors, for example, might recommend books for the library. Professors must now defend their library purchase recommendations in terms of scholarly quality and relevance to the department's teachers and students. It has reduced the number of books purchased in the library that were not essential. Similarly, journals and periodicals are thoroughly studied so that only journals and journals of excellent academic quality are subscribed.

The Paramarshan Samiti has the responsibility to determine on work distribution among faculty members by consensus. It also prepares departmental activities such as expert lectures, workshops, and seminars, as well as extension initiatives. This helps in brainstorming and assigning responsibility to various teachers. It also serves as a forum for assessing the department's success throughout the preceding academic year.

The performance of the students is also discussed by the Paramarshan Samiti. It aids in identifying slow learners in the department and developing remedial techniques.

File Description	Document
Link for Additional Information	

01-03-2022 02:32:42

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

Response:

There are definite norms and duties of different institutional bodies of Gujarat Vidyapith. The Board of Management, Higher Education Planning and Monitoring Committee, Academic Council, Finance Committee, Building Committee, and Purchase Committee are the major higher education institutional bodies of Gujarat Vidyapith. Each committee observes a set of regulations.

The Board of Management is in-charge of monitoring and managing overall academic and administrative matters of higher education in the institute. It has the authority to set regulations concerning the higher education. It is presided by the Vice Chancellor, with the Registrar serving as secretary. The Board of Management's decisions are considered final and binding.

The Higher Education Planning and Monitoring Committee advises both the Board of Management and the Academic Council on the establishment, modification, and revision of academic programmes. It is presided by the Vice Chancellor, with the Registrar acting as secretary. This is an advisory group that examines changes in higher education and makes recommendations.

Academic Council is the ultimate decision-making body for all academic concerns. It is chaired by the Vice Chancellor, with the Registrar acting as secretary. The Finance Committee, chaired by the Vice Chancellor, monitors the institution's financial planning and transactions.

The Building Committee is responsible for the construction, maintenance, and refurbishment of all of the institution's building properties.

The Purchase Committee is the authority for issuing tenders, evaluating tenders, and placing purchase orders for all of the institution's purchases.

Detailed Description of the functioning of the Academic Council: Despite being the highest decision-making body in academic matters, it has a suitable mechanism in place to carry out its obligations. Each department has a DCC that is in charge of academic matters in the department. If modifications to academic programmes and courses are necessary, DCC recommends appropriate changes. The departmental Board of Studies then debates the matter and makes recommendations. These are sent to the institution's Academic Wing. Academic Wing places it on the agenda of the Academic Council meeting. The suggestions are discussed during the meeting, and final decisions are taken. These decisions are communicated to the Academic Wing, which then conveys them to the corresponding department. At each level, an agenda is prepared and a meeting is scheduled. Meeting minutes are compiled, and recommendations and decisions are documented and sent to the appropriate bodies. This is followed by the Action Taken Report (ATR), which is subsequently presented at the following Academic Council meeting.

Similarly, each such body has its own well-designed mechanism for functioning.

01-03-2022 02:32:42

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The Annual Performance Review Report is a well-developed performance appraisal mechanism at Gujarat Vidyapith. There are 14 different types of performance appraisals for various categories of staff, including teaching staff, registrars, deputy registrars, assistant registrars, librarians, assistant librarians, library staff, wardens, section officers, assistant section officers, directors and equivalent, lower division clerks, upper division clerks, personal secretaries, personal assistants, junior stenos, technical and professional assistants and equivalent, primary, secondary, and high school teachers.

There are detailed instructions for filling out the forms. The staff member completes the applicable assessment form, which is then checked and commented on by the immediate superior authority. Academic staff assessment forms are forwarded to the Vice Chancellor for final remarks, while non-teaching staff appraisal forms are sent to the Registrar.

To make the whole assessment method more transparent and to instil trust in the workforce, the appraisal form with all comments from all necessary authorities are returned to the staff members for improvement.

The advancement opportunities for teaching employees are governed by UGC regulations regarding the Career Advancement Scheme (CAS). The CAS follows the procedure established by the institution's IQAC

in accordance with UGC norms for CAS. Non-teaching personnel are promoted in accordance with the norms and regulations established by DoPT, Government of India.

The Institute is dedicated to the well-being of its employees. There is a dispensary on each of the three campuses that takes care of the emergency and routine medical needs of the employees and resident families, as well as full-time resident medical officers on each campus.

Each campus has a sufficient sports and games facility that is available to all members of the staff and is also utilized by the resident families. Staff personnel also participate in sports and gaming contests. Staff members also participate in the inter-university sports events in Gujarat.

There is a cooperative credit society for all of the institution's employees. The credit society provides loans at minimal interest rates and has been a tremendous source of assistance to the staff members. The society also organizes cultural programmes for its members and awards prizes to members' wards who achieve academic merit in secondary and senior secondary schools. The credit societies function in accordance with the rules established by the government.

There is a ?????? ?????? ???? (Family Welfare Fund) programme that provides teaching and non-teaching staff members with loans at a nominal interest rate for immediate personal use.

The institute conducts evening prayer and cultural event on the first Monday of every month for the family members of the employees. Kasturba Mela is held on the 22nd February every year. ???? ???? (community dining) and ????? ?????? (musical evenings) are organised regularly.

These are many such welfare initiatives for both teaching and non-teaching employees.

File Description	Document
Link for Additional Information	View Document

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

Response: 12.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	11	13	15	32

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	[View Document](#)

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

Response: 1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	00	00	04	01

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

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

Response: 23.38

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

2020-21	2019-20	2018-19	2017-18	2016-17
63	27	18	9	12

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

6.4 Financial Management and Resource Mobilization

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

Response:

Gujarat Vidyapith admits students from the economically most disadvantaged classes and areas of Gujarat state, who cannot afford even a minimal tuition fee and mess expenses and must rely on government and other institutions, notably Gujarat Vidyapith, for financial assistance.

The Institute has certain historical buildings under its purview, and it has received funds from various government ministries to conserve them. For example, the institution's oldest dormitory building, ????????? ?????????? ??? was recently listed in Gandhian Tourism Place by the Government of Gujarat, and it received Rs. 2.5 crore for renovation.

The several research grants and projects obtained by the institution are spent on the purpose for which they were received, and all accounts are audited on a regular basis. Various higher education and research institutions collaborate with the Institute and fund research projects that align with the vision and mission of the Institute..

The Institute is committed to collaborating with individuals and organisations dedicated to grassroots work for the common people in the state and nation as a whole. As a result, it permits the use of its premises for such gatherings of organisations and individuals. Such usage is either completely free or demand very little fee to those who can afford to pay.

The Institute's amenities, such as lecture rooms, libraries, canteens, stadiums, naturopathy centre, universal healing centre, and swimming pool, are available to the public and groups for a reasonable charge. All of these facilities are utilised by various groups, which generates a minor income that covers the cost of operating during the time it is in use. The swimming pool attracts a large number of the city residents. The sports stadium in Sadra campus is utilised by several organisations as well as government institutions such as Gujarat Police, Indian Army, Border Security Force, Central Reserve Police Force, and others for either selections or tournaments. These activities provide a little amount of cash, which is used to maintain these facilities.

The cafeteria caters to those individuals and organisations that hold programmes on the campus. As a maintenance fee, a very little sum is paid to the institution.

The Institute believes saving money to be the same as generating revenue. As a result, the institution has established in-house maintenance teams to address a range of maintenance issues ranging from electrical and electronics to building and furniture. The USIC and computer science centre of the institution manage all software and hardware faults in the institution's computers.

Similarly, modest maintenance tasks are completed by in-house units, which saves a significant amount of money. The Institute has installed solar panels in order to generate power which not only reduces electricity bills, but more importantly educes the carbon footprint.

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

Response: 317.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	78.00	239.27

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	[View Document](#)

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

Response: 1166.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.51207	353.57607	363.90898	264.17639	181.46944

File Description	Document
Institutional data in prescribed format	[View Document](#)

6.4.4 Institution conducts internal and external financial audits regularly

Response:

Gujarat Vidyapith undertakes internal and external financial audits on a regular basis. All invoices for payment are internally audited before they are paid. Following payment, another internal audit is performed. The internal audit is conducted twice a year by the accounting department of the institution. The next phase is statutory audit, which is executed by a Chartered Accountant (CA). The Registrar and the accounting department respond to any questions raised during these audits.

The office of the Accountant General (AG) of Gujarat also audits the accounting activities of the institution. If there is a disparity in the accounting, the AG writes half-margin paragraphs to the institution asking for an explanation. Such complaints are processed by the Registrar and the accounting department, which provides explanations. These clarifications are also presented to the institution's relevant bodies. If the AG is satisfied with the explanation, the objection is withdrawn; otherwise, the subject is reported to the Comptroller and Auditor General's (CAG) office, which requests clarification from the institution. The Registrar presents these explanations.

6.5 Internal Quality Assurance System

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

Response:

Conversion of all the courses into modules**:**

Beginning in April 2019, IQAC launched an initiative to transform all courses in all programmes into unit-wise modules. The majority of the courses have been transformed into modules. Each course explicitly states its code, name, credit, number of teaching/practical hours, course objective, learning outcomes, units and sub-units, number of hours allocated to each unit, and methodology to be used for each unit. Aside from a reading list for each course, there is a comprehensive unit-by-unit reading list as well as online resources for each subject and unit. The course also defines the assessment pattern, which determines the weightage of each component of evaluation, as well as the pattern of the semester-end test. All of these details are explicitly specified in the detailed syllabus of the course. This procedure ensures that students are informed of what they will be studying and how it will be discussed in class. A comprehensive reading list and online resources provided in the detailed syllabi assist the students in becoming self-sufficient in their study. It encourages them to do research and locate study resources on specific topics. The assessment pattern and weightage ensure that the review process is completely transparent.

Research Methodology Workshop for M.Phil. and Ph.D. Research Scholars

According to IQAC, students admitted to research programmes must have a theoretical comprehension of elements of the research. Majority of students who join research programme, remain confined to a small section of their discipline. In order to broaden the understanding of the students in terms of the wider area of research practices and theories, it initiated a six-day intensive research workshop for new research scholars. The training covers subjects such as research comprehension, research topic selection, and review of literature, research methodology, research methodology, and sampling, scope of research, limitations, citation and referencing, and so on. It also includes orientation to Gujarat Vidyapith's institutional framework and the campus lifestyle.

This workshop provides students with a clear understanding of what it means to do research and the structural frameworks that facilitate it. It also allows students to perceive linkages across fields, which promotes a feeling of interdisciplinary research. The assembly of research scholars from many disciplines in the workshop promotes better contact among these students during the course, as well as the sharing of

knowledge and experience across fields.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: D. 2 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution (Data Template)	[View Document](#)
Paste web link of Annual reports of University	[View Document](#)

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

Response:

Quality Enhancement Initiatives in the Academic Domain:

IQAC proposed that the institution provide a grant of Rs. 50,000/- to assistant professors of the institution to take up research studies in their chosen area of interest in order to promote research culture among the institution's young teachers. The proposal was approved by the institution, and the funding begun in 2016. To enable the newly admitted research scholars in various departments grasp the core structural framework of research, IQAC launched a week-long course for these students addressing the concept of research and its apparatuses. IQAC has also conducted lecture series on various social science and humanities theories for research academics and teachers to have a basic understanding of the ideas being used for research.

On the occasion of the centenary of Gujarat Vidyapith, the Institute organized the Gujarat Vidyapith Centenary Celebration initiative for young research scholars.

IQAC has started collecting online data on teachers' participation in seminars, workshops, and conferences, as well as details regarding research projects and publications. As a result, IQAC has now consolidated data on these key components of higher education.

IQAC conducts workshops for all of the teachers on a regular basis to assist them in correctly filling out the API-PBAS form. These workshops are beneficial because teachers get a clear understanding of the different types of documentation they must submit under various headings.

IQAC gathers online feedback from students on a variety of topics, including curricular, co-curricular, and their overall experience at the school. The feedback is analysed, and the results are conveyed to the relevant department for improvement.

Quality Enhancement Initiatives in the Administrative Domain:

IQAC has suggested methods to optimize the administration process, particularly those that have a direct impact on teaching process and require cooperation between departments and the central office of the Institute.

For all academic and administrative executives of the institution, IQAC has conducted a series of seminars on comprehending administrative legal matters. Some of these issues were the right to information (RTI), a comprehension of the Indian constitution, and a thorough understanding of the Roster system of post management. A training on RTI was conducted for academic and administrative executives to make them aware of what aspects of their functioning are subject to RTI inspection and which are not. This cleared up a lot of misunderstandings and resulted in improved management of RTI queries.

Similarly, a training on comprehending the Indian constitution introduced administrative staff to the spirit and fundamental structures of the constitution, as well as how to link their job obligations to various portions of the constitution. It also taught students about an educational institution's obligation to maintain the spirit of the constitution.

IQAC hosted a training to help participants learn how the Roster system works at an educational institution. This aided in addressing administrative staff queries about how to interpret the requirements of the Roster system.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Owing to the safety and security provided to the girl students in Gujarat Vidyapith, the Institute is the first choice for parents of the remotest areas and of the most marginalized section of the society for sending their girls for higher education.

The Randheja campus was established in 1977-78 for girls' education and was initially a females-only campus; however, in 2017, co-education was introduced. The Active Women Development Cell (WDC) collaborates with the Internal Grievance Redressal Cell on all three campuses. From time to time, events for mentoring our girl students are held at the hostels.

Safety and Security:

The Institute has a robust safety and security system in place. Boundary walls and CCTV cameras are installed on all three campuses. To maintain security and records, our students leave campuses with authorization from either the educational unit or their hostels. Ragging is strictly forbidden. Both faculty and staff keep a watch on such conduct. When a new batch of students arrives, the older students greet them cordially and treat them with outstanding hospitality and a give them homelike environment. All three campuses have a hospital with trained medical personnel and a well-equipped ambulance.

Counselling:

As this is a residential programme, girls are counselled on a regular basis by the hostel warden and faculty. A cohesive environment is the product of diligent hand holding. Since our students come from rural areas, particular care is given to integrate them into a new environment. The following formal mechanisms are being established:

- We have systematic counselling and mentoring cells in operation.

- Special counselling rooms at hostels and departments have been created.

- The faculty provide guidance to students on their career growth, personal problems and mental stress.

- Expert lectures and workshops for counselling are organized

Common Rooms:

1) Hostel Common Rooms

The Institute considers the hostel not only as a place of residence, but also as a school for life skills development. Morning and evening prayers instil healthy human qualities here. These rooms are equipped with a television and audio system and are used by girls to interact and plan different parties, exhibits, festival celebrations, indoor games, and contests in order to foster a feeling of community and a culture of giving and caring.

2) Common Reading Rooms and Computer Labs at Hostels.

Students get access to newspapers, periodicals, and other reading materials and books in order to improve their reading habits and stay updated on current events. Students have access to computer laboratories with 24-hour internet access and an intranet portal.

3) Day Care Centre for Young Children

Since the majority of the faculty and employees live on campus, students enjoy a family-like atmosphere. As a result, working women do not have specific needs for a Day Care Centre where children are cared for by neighbours and responsibilities are shared. Nonetheless, a specifically built childcare facility is operational on the Ahmedabad campus. The Ahmedabad library has a specific children's section that caters to children's supplementary reading interests.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Annual gender sensitization action plan	[View Document](#)

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

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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of

degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

- **Solid waste management**

Gujarat Vidyapith's Ahmedabad and Sadra campuses both have biogas facilities that use human, animal, and other organic wastes to generate gas that is used to fuel hostels and canteens.

Additionally, composting is a regular activity on all the campuses. Earthworms are put to a mixture of kitchen garbage, leaves, and other biodegradable waste. Additionally, bio-organic waste (leaf-litter, grass cuttings) on campus is collected by students as part of their daily sweeping of the entire campus. The resulting organic manure is utilised to maintain green campus, as well as for kitchen gardening and campus farming.

All non-biodegradable garbage is sorted and disposed of via the municipal waste collection system. However, trash is limited at its source by promoting the notion of a plastic-free zone.

- **Liquid Waste Management**

An underground drainage system with absorption pits has been installed at all campuses to manage liquid waste in hostels, residential quarters, and departments. The wastewater treatment plant is actively working at Sadra Campus and the treated wastewater is used for the maintaining the greenery and watering the sports ground.

- **Biomedical Waste Management**

At all three campuses, a systematic biomedical waste collecting system has been established. The municipal/corporation waste collection system receives biomedical waste on a regular basis. Sanitary pad incineration machines have also been installed in the girls' hostel in each campus.

- **E-Waste Management**

The Institute has started a campaign to raise awareness about e-waste. Electronic items are put to the best possible use; simple repairs are handled by the technical staff, and major repairs are undertaken by expert professionals, with a focus on reuse. The instructors utilize spare components from decommissioned computers and other non-working equipment in the practical sessions of teaching hardware tools with the support of students of the Gujarat Vidyapith's USIC department.

In order to ensure proper disposal, garbage or scrap is not handed away to any scrap or waste collectors. When acquiring electronic and related equipment, international standards (for energy efficiency-energy Star and green computing) are taken into account. The Government of Gujarat's E-waste management strategy is adhered to. The e-waste disposal system at the Institute is overseen by a designated committee. In this case, bids from suppliers have been solicited, and the rest of the process is being carried out sequentially.

- **Waste Recycling System**

Organic manure is made from organic waste that is collected and kept in a single location on campus, where medicinal plants and vegetables are grown. To produce biogas, the Gobar Gas Plant uses biodegradable waste from the campus kitchens and other biodegradable materials. The municipal corporation receives only the plastic garbage generated on campus. A water treatment system has been constructed on the Sadra campus to purify wasted water, which is then reused for gardening purpose.

- **Hazardous Chemicals and Radioactive Waste Management**

The Institute is cognizant of the need of limiting its own use and production of harmful pollutants.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

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

Response: A. Any 4 or all of the above

File Description	Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

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

Response:

Gujarat Vidyapith aspires to create a society based on Gandhian ideals. Thus, the institution has assured that the Gandhi's vision of reconstructing the village and society is reflected in all of its programmes and activities. Priority is given on character building and tolerance of one another's social, cultural, geographical, and linguistic distinctions.

Lectures on a variety of themes relating to social and economic peace are conducted at the institution to raise awareness among the students. Some unique attributes of the institute are: the Gram Jivan Padyatra, Udyog activities, community living, Swabhiman Scholarship Program, and extension activities. These programmes are meticulously crafted by educationists and specialists who place a high priority on social peace and empathy.

The majority of the students are from the hinterland and are members of traditionally marginalized communities. As a response, rural centres develop their curriculum in accordance with local needs. Gujarati is used as a medium of education to facilitate learning for students at all levels.

Vidyapith's Swachchhata Abhiyan- Gramsafai campaign involves all the students, faculty, and staff. The Institute conducts frequent awareness programmes in several of the nearby villages. In order to achieve its goal of rural intervention, the institute conducts various programmes such as de-addiction initiatives, gender sensitization, Shramdan, medical camps (blood donation and kidney awareness), school - related activities, cultural programmes, festival celebrations, government campaigns, and awareness rallies which include the participation of the villagers.

The Gramjivan Padyatra is a unique concept that has been implemented since 2007 and is also part of the curriculum. During the month of September/October (on the occasion of 'Gandhi Jayanti,' about 200 student teams go to various villages and stay for five days. Every year, students and faculty members visit more than 1000 villages. This is one of Gujarat Vidyapith's most important practises for comprehending problems at the grassroots level. This programme instils in students a genuine concern for rural issues, cultural differences, and hardships. They get the opportunity to interact with teachers, Panchayat members, and other authorities to learn about the functioning of village level institutions such as Self-Help Groups, Co-operatives, Aanganwadis, and Schools, among others. Team spirit, discipline, collaboration, duties, and

decision-making are all attributes that their active involvement inculcates.

The institution encourages students and faculty to participate in extension activities by assigning them to relief work and social events. NSS is a mandatory activity for all the students. In addition to regular NSS activities, students must spend at least seven days in a special camp in the rural areas to serve the community. During the summer vacation, Gujarat Vidyapith hosts special Summer Camps for students' holistic development encouraging them to participate in activities such as Mountaineering Camp, Environment Awareness Week, Disaster Management Trainings, Photography Workshops, Skill Development Workshops, Youth Camps, and others.

Swachh Bharat Mission, Unnat Bharat Abhiyan, Beti Bachao–Beti Padhao Abhiyan, Saksharta Abhiyan, Students Start-up and Innovation Policy, Child Line-1098, and other government programmes are a regular practice in the Institution.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

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

Response:

Gujarat Vidyapith is a unique national institution working on the guiding principles of truth and non-violence, participation in productive work with a sense of labour dignity, acceptance of religious equality, priority for villager needs in all curricula, and use of mother tongue as a medium of instruction. The Institution's logo has the mantra "Sa Vidya Ya Vimuktaye," which translates as "Knowledge is that which liberates us". The education system in this institute is founded on this idea of liberation and consciousness, which keeps reminding students and faculty of their duties and obligations to the nation and humanity.

Mahatma Gandhi was the first chancellor of Gujarat Vidyapith followed by a galaxy of heroes like Sardar Vallabbhai Patel, Dr. Rajendra Prasad, Shri Morarjibhai Desai, Prof. Ramlal Parikh, Dr. Sushilabahen Nayair, Shri Navinchandra Barot, Shri Navalbhai Shah, Shri Ravindra Varma, Shri Narayanbhai Desai and Smt. Elaben Bhatt. The birth and death anniversaries of these heroes, as well as their contributions to the nation, are commemorated by Gujarat Vidyapith.

The Institute is devoted to Gandhian values of truth and non-violence and it strives to instil in its students a feeling of dedication to the country's rebuilding in accordance with Gandhiji's ideals. The Indian Independence Day is celebrated on all campuses with activities such as tree planting, rallies, slogan competitions, and musical performances, among others. On Republic Day, a university sports tournament is held in which different indigenous sports are emphasized. The flag is traditionally hoisted by a 'Category- D' employee at Gujarat Vidyapith. All of the students and staff are clothed in white Khadi to

salute the flag.

Gram-Jivan Padyatra is organized every year on Gandhi Jayanti from the 28th September to the 1st October (both days inclusive). On the 2nd October (Gandhi Jayanti), all of the teams return to campus and commemorate this special day by focusing on cleanliness drive on campus and in the nearby villages. Furthermore, all departments organize programmes focusing on Gandhian values.

"Khadi- An Eco-Friendly Fabric" is a symbol of self-sufficiency and non-violence that played a significant part in India's Independence Movement. Spinning is one of the most revered spiritual pursuits of the Institute. Every day, during prayer, all of the students and staff spin cotton with spiritual thoughts and sentiments of self-actualization in their hearts. This is the way in which the Institute has perpetuated Gandhi's heritage.

Every day at 11:00 a.m., all students assemble for prayer, which is followed by spinning activity on the Yervada Chakra. This raises student awareness of their duties and responsibilities as responsible Indian citizens. Since its beginnings, the custom of beginning all programmes and meetings with Sarvadharma Prarthana (Prayer Respecting All Religions) and closing with Sanghgan has been preserved. It is customary to celebrate important days such as Constitution Day, National Consumer Awareness Week, Human Rights Week, International Women's Day, International Yoga Week, International Indigenous Peoples Day, International Literacy Week, National Girl Child Day, and so on.

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

Throughout the year, the Institute observes national and international significant days, events, and festivals in order to instil cultural values, traditional knowledge, and spiritual values in its students, as well as to foster an ethical organisational culture inside the institute. The institution works hard to instil a sense of responsibility in its students about the need of protecting, preserving, and propagating Indian culture. Aside from that, international festivals are celebrated in order to improve understanding among students.

Birth and death anniversaries of national heroes and national and international commemorative days are celebrated by organizing expert lectures, workshops, rallies and competitions.

The following important events and International and National Commemorative Days are celebrated:

1-January	BA of Mahadev Desai (Mahadev Desai SamajSewa Puraskar Programme)	
3-January	DA of Sushilaben Naiyar	
3-January	BA of Savitribai Phule	
6-January	Reporter's Day	
12-January	BA of Swami Vivekananda	
13-January	DA of Acharya Gidvani	
14-January	Celebration of Makar Sankranti	
23-January	BA of Netaji Subhashchandra Bose	
24-January	National Girl Child Day	
26-January	Republic Day of India	
30-January	DA of Mahatma Gandhi -Martyrs' Day (Shanti Yatra)	
12-February	Gandhi Shraddh Din	
15- February	DAof Navalbhai Shah	
21-February	International Mother Language Day	
28-February	DA of Dr. Rajendra Prasad and Birth anniversary of Morarji Desai	
8-March	International Women's Day	
12-March	Dandi March Day	
19-March	DA of Acharya Krupalani	
22-March	World Water Day	
10-April	DA of Moraraji Desai	
11-April	BA of Kasturba Gandhi	
14-April	BA of Dr. Babasaheb Ambedkar	
17-April	Bhoodan Jayanti - Birth anniversary of Ramlal Parikh and Ravindra Verma	
1-May	International Labour Day	
1-May	Gujarat Foundation Day	
25-May	Kocharab Ashram Foundation Day	
5-June	World Environment Day	
21-June	International Yoga Day	
30-June	DA of Dadabhai Navaroji	
1-July	DA of Ravishankar Maharaj and Vasant- Rajab Shahid Din	
11-July	World Population Day (Week Celebration)	
23-July	Forest Conservation Day	
30-July	BA of Premchand (Hindi Literature)	
1-August	DA of Lokmanya Tilak (Non-cooperation Movement) and Navinchandra Barot	
6-August	Hiroshima Day	
9-August	International Indigenous Peoples Day	
15-August	Independence Day of India and Death Anniversary of Mahadev Desai	

5-September	BA of Dr. Sarvapalli Radhakrishnan celebrated as Teacher's Day
8-September	International Literacy Day
9-September	DA of Kishorlal Mashroowala
11-September	BA of Vinoba Bhave
14-September	Hindi Divas
16-September	International Ozone Day
24-September	National NSS Day
24-September	National Consumer Awareness Day
2-October	International Day of Non-Violence- Gandhi Jayanti – Five Days Gramjivan Padyatra &BA of Lal Bahaddur Shastri
8- October	DA of Jayprakash Narayan
9-October	DA of Ravindra Verma
11-October	BA of Jayprakash Narayan and Maganlal Desai
18-October	Foundation Day of Gujarat Vidyapith and Convocation Day
31-October	World No Tobacco Day
31-October	BA of Sardar Vallbhbhai Patel
14-November	BA of Pandit Javaharlal Nehru (Bal-din)
15-November	DA of Vinoba Bhave
21-November	DA of Ramlal Parikh
26-November	Constitution Day
1-December	World AIDS Day
1-December	BA of Kaka Kalelkar
3-December	BA of Rajendra Prasad
10-December	Human Rights Day
12-December	DA of Maithilisharan Gupta
15-December	DA of Sardar Vallabbhai
24-December	BA of Narayanbhai Desai
26-December	BA of Sushilaben Naiyar
31-December	DA of Nanabhai Bhatt

*Birth Anniversary (BA) Death Anniversary (DA)

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Any other relevant information	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice 1:

Name of the Practice: Swabhiman Scholarship

Objective of the Practice: In order to instil a feeling of dignity and pride in those students who cannot afford to pay for their own education fees and food bills in the hostel, the Swabhiman Scholarship was launched in 2015. Since the majority of students at Gujarat Vidyapith come from lower socio-economic backgrounds, even the small tuition and food costs might be a significant financial burden for them. The Swabhiman Scholarship programme enables them to work on campus and earn enough money to completely or substantially pay their educational expenditures and other needs, including tuition fees.

The Context: In the academic year 2015-16, it was brought to the attention of the coordinators of several departments that students were dropping out after a month or two of the start of the semester or at the start of the next semester, which was a concern. Following an investigation, it was found that the students were unable to pay their tuition and meal expenses. The then Vice-Chancellor, decided to implement a scheme in which the Gujarat Vidyapith Sponsoring Society would provide such students with enough money to cover their tuition and meal expenses in exchange for around 25 hours of labour performed on campus each month. The initiative aimed to provide students who are willing to work and earn money on campus with the option to do so in order to continue their academic pursuits while also working. This programme also aimed to empower students by teaching them to be self-sufficient and to take pride in their own achievements.

Practice: Every year, in June, at the start of the new academic year, the Swabhiman Scholarship is announced to deserving students. Students who are interested in receiving the scholarship submit an application to the warden. After being questioned about their readiness to work, students are invited to take on any duty that they wish to accomplish on campus. The sole requirement is that the effort should provide some value to the campus as a whole. Some examples of the work completed by students as part of this programme include:

1. Working in the garden
2. Maintaining the garden, lawns, and grounds
3. Maintaining of trees by regular pruning and wood cutting
4. Working in the agricultural land on the campus
5. Help in the cultivation of vegetables
6. Working in the cowshed
7. Working in the biogas plant
8. Working in the library: book-binding, cataloguing, etc.
9. Working in the computer laboratory

The decision to work is entirely up to each person. Student hours are monitored by the warden, who keeps track of how many hours each student gives in. Students are allowed some latitude in terms of when they complete their task. Either they may work for one hour every day or for eight hours on weekends, depending on their convenience. Students were initially compensated on the basis of the number of hours they worked each month, with the maximum number of hours worked per month being 25 hours or Rs. 1000 per month. Later on, however, the Institute permitted students to work on the campus during their

summer vacations in order to earn enough money to pay their tuition, meal costs, and other living costs while on campus. While the initiative enabled students to continue their education, it also eliminated the need for them to beg or borrow money from family members. Students who believe in their own ability to pay for their own education get a great deal of self-assurance.

However, despite the fact that the programme reached out to a large number of students who benefited from it, a large number of students who came from lower socio-economic strata did not enrol in the programme because they believed that enrolling in the Swabhiman scholarship would expose their families' economic background to their peers. As a result of this mental block, some students were still unable to complete the programme due to a lack of funds.

Evidence of Success: The initiative aimed to assist all students who were unable to pay their tuition and the cost of the hostel and meal since they were from lower socioeconomic strata. This was an extremely successful endeavour, as shown by the fact that the number of students who applied for and were awarded the scholarship were 3333 (Three Thousand Three Hundred and Thirty-Three students) during the period of 2016-17 to 2020-21. It is approximated that Rs. 1.09 crores were spent on the scholarship throughout the time period mentioned above. These are big numbers, and the fact that students choose to participate in the programme willingly and may pick the work that they like doing without being pressured makes it particularly appealing. Students who received the scholarship also encouraged other students in their communities to apply for admission to Gujarat Vidyapith since this scholarship covered a major portion of the fees associated with attending the Institute. Every year, the number of activities covered by this scholarship expanded as a result of suggestions from students and faculty, who both proposed fresh activities that were integrated into the programme. Most importantly, it resulted in a strong feeling of self-confidence and personality development among the students who took part in it, as well as the notion of being self-sufficient in a substantial degree.

Problems Encountered and Resources Required: There was a significant issue with many students' mind-sets. Many students, while hailing from lower socio-economic strata, were reluctant to enrol in the programme because they were concerned that it would disclose their financial circumstances to other students. These students also attempted to make fun of others who worked under the program's auspices. Teachers, as well as the Registrar and Vice-Chancellor of the Institute, provided counselling to registered students in order to address this issue.

Another minor issue that they encountered was a lack of execution in the task that they undertook. Since the programme made it obvious that students would choose their own work and time, it is up to them to ensure that they put in the necessary effort. However, some students do not take this directive seriously, and as a result, they fall behind. As soon as they received the warning, they were urged to withdraw their enrolment from the programme; nevertheless, practically every student realized the mistake on his or her part and never repeated it again.

Best Practice 2

Name of the Practice: Inculcating the Khadi Mind-set among the Students

Objective of the Practice: Using the bare minimum of economic and environmental resources while going about our everyday affairs is the purpose of the programme. As Gandhi advocated, the Institute uses just

the minimal natural resources necessary to maintain a simple, honourable, and meaningful way of life. Capitalism's influence has brought so many products and pleasures within reach of the average person that it now threatens to turn them simply into consumers of things and make them oblivious to the costs incurred by society and the environment.

The Context: Degradation of the environment and climate change have emerged as the most pressing issues facing the entire human race today. The world's huge industrial outputs have inundated the world's marketplaces with low-cost goods for the people to consume. This phenomenon is referred to as 'development' by policymakers and economists throughout the globe. India is presently the third-largest emitter of carbon dioxide in the world, a result of this development paradigm's high pollution around the globe. As an institution dedicated to Gandhi's vision of a just society, the faculty felt compelled to instil in its students a sense of sensitivity and critical thinking about these issues. In this scenario, Gandhi's tenet of non-possession, one of his eleven vows, comes into the equation. All of this culminated in a comprehensive effort to instil a Khadi mind-set among the students.

The Practice: In order to change students' mind-sets, the programme employs a two-pronged approach: first, limiting one's needs and becoming self-sufficient in some aspects, and second, making use of as much renewable energy as feasible.

Self-sufficiency: Through lectures, workshops, and group debates, students learn that life is more than merely acquiring things and there is no end to this sort of acquisition. It educates them on the fact that some of the greatest achievements in human history have been done by individuals who lived on the minimal necessities of life. In addition, we need to be able to provide for ourselves in terms of some of our basic needs. The Institute's handicraft activities teach students how to make their own fabric (Khadi), doormats, soaps, detergents, phenyl, files, folders, and other necessities of everyday life. Students are also involved in the production of vegetables and other aspects of farming, such as the management of farm animals. Student-produced goods provide a sense of ownership and foster an awareness of the need of minimising product waste as well as the consequences of careless or negligent usage.

Carbon footprint can only be decreased by cutting down on industrial manufacturing, which is why the Institute is investing so much time, money and efforts into spreading awareness of Khadi as a clothing option. Without the use of a factory setup, students learn about cotton and how it is transformed into fabric. The daily spinning of charkha is a necessary component of life at the Institute. A certain quantity of yarn is expected from each student as part of their handicraft project, and the students are given fabric instead. As a result, they will acquire a deep respect for the Khadi.

Focus on Renewable Energy: The Institute's substantial emphasis on solar energy is another crucial component. Multiple solar panels with a total capacity of 207 KW are located around the campuses, generating an average of 20500 units of electricity every month, which is used for steaming food, boiling water in toilets, and powering numerous buildings' electric lighting. As a consequence, the savings on power are put to better use. Students are inspired to embrace solar energy in their future lives after seeing how it works.

Evidence of Success: It is difficult to assess the shift in attitude toward the Khadi lifestyle among today's young students. However, it is clear that the majority of students are pleased to get Khadi in lieu of the yarns they contributed, and they are delighted to wear the fabric fashioned from that Khadi. It is only when students leave campus and gain life experience and maturity that they realise the relevance of Khadi in the Institute. They make it a point to wear Khadi whenever they visit the Institute in later life, out of love and

respect for the ideas they acquired as youngsters. The production of grains, vegetables, and milk on campus greatly decreases the mess expense of the students.

Solar energy also lowers the cost of the electric bill. Furthermore, students see a practical demonstration of how solar panels are successful in meeting the electrical demands of everyday living, and many of the students eventually install solar panels in their own households.

Problems Encountered and Resources Required: The invasion of the market in every individual's life is the most difficult challenge in developing the Khadi attitude. With the widespread availability of mobile phones, the market has wrapped the people in its grasp. Students are drawn to the market's allure by its sheer glitz and ability to influence individual decision-making. Furthermore, most students dislike labour-intensive handcraft production, thus they are dragged by the market to meet their daily needs. The Institute attempts to overcome all of these constraints via persuasion as well as by making Khadi and handicraft activities obligatory, despite the fact that many students despise them. The notion is that participation will aid in long-term comprehension of the concept.

File Description	Document
Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

One of the important areas of Gujarat Vidyapith is its interventions at the grassroots especially in the remotely located rural and tribal areas. The Institute considers its mission to prepare grassroots workers who would return to their villages and work for the uplift of the rural society. This mission is important as for majority of the population of India, fruits of city-centric development model will not easily trickle down. The over-strained infrastructure of the cities of India attests to this fact. Gujarat Vidyapith firmly believes that the sustainable development model could be one which makes the villages self-sufficient units. The other aspect of this understanding is to make villages a model which is based on equality of status, equity of provisions, and social and communal harmony among different castes and creeds. One way to achieve is to create an education model which addresses the needs of the rural society. The Institute propagates the idea of educating students in three broad areas named 3H: Head, Hand, and Heart. The Institution believes that education should develop not only the intellect of the students but also their capacity of physical work and compassion towards the working classes of the society. The third part is inspired by John Ruskin's idea of Unto This Last, that is, all our endeavours should be directed to better the living conditions of the most impoverished person. In order to implement the education of 3H, Gujarat Vidyapith has instituted a pedagogy centred on community living, manual labour, training in handicrafts, understanding of ecological problems, village-centric education, and inculcation of ethical, moral, and constitutional values. The community living teaches the important lessons of being responsible for oneself as well as for fellow students and how every action of one student is linked with actions of other students. Students clean their rooms, hostel premises, and the entire campus every morning. This inculcates the habit

of personal cleanliness as well as of the surrounding. The handicrafts sessions not only provides useful skills to the students but also make them realise that things are used in the daily life requires lot of hard work and infinite focus. This sensitises them towards the labour of the working classes of the society. The kitchen work trains all the students, both boys and girls, in an important skill of cooking for oneself and others. The lesson of gender-parity is self-evident. The curriculum of the Institute reflects in great details the rural society, its structures and its problems. Students are encouraged to come to solutions to different problems inflicting the rural society. The focus is to make the rural society self-sufficient and self-dependent in most of its economic needs. The extension activities are just practical manifestations of what happens in the classroom. Students engage with people in the rural society in a deep way during Gram Jivan Yatras and NSS camps. The Institute can claim that its unique pedagogy has borne fruits as its alumni actively seeks to work in rural areas. One of the crowning achievements of the Institute is its **Gramshilpi Programme** which began in the year 2007 with the idea of helping those students of the Institute who choose to work for the uplift of rural societies.

Objective of the Programme: The Gramshilpi Programme was conceived to enable young people to work full-time for the upliftment of the villages by engaging people in constructive programmes. The Institute pledged to support such students initially for a period of three years during which they were expected to develop a source of income from the village itself. Over the years, the Institute has supported such Gramshilpis even after the completion of the three years and helped them in every possible way to ensure that they do not feel lost or lonely on any account.

Process: The outgoing students who show interest are invited for a six-day orientation programme followed by 15-day book review exercise, and three-month internship with grassroots voluntary organisation. Then, they are asked to select a village for work, which is followed by living in the village for one month and then three months. Once the prospective Gramshilpi decides to continue in the programme, s/he is evaluated by the Institute. After getting finally selected as a Gramshilpi, they are guided by the Institute through get-togethers, lectures, workshops, and tours. Throughout the process of training, a small stipend is paid and after the selection as Gramshilpi, a fixed monthly amount is paid so that Gramshilpis can cover the cost of living. Over the years, the Institute has spent around Rs. 1.93 crores towards the monthly stipend as well as towards the entire training and evaluation system in the programme.

Success of the Programme: Over the last 14 years, around 175 students have showed initial interest in the programme and participated in the initial orientation and training. But the challenges of rural life led most of the students to drop from the programme. Currently, 14 Gramshilpis are working in different parts of Gujarat and India and they have not only created a strong base for themselves by winning the confidence of the villagers, but they are now playing important role of a catalyst in changing the mind-set of the villagers on the issues of gender, education, caste, communal harmony, skill development and organic farming. Gujarat Vidyapith considers Gramshilpi programme as its most important contribution towards rural reconstruction along the Gandhian thoughts. The thrust is towards making rural society able to solve its problems at local level and inspire to make their village a beautiful place to live and a thriving economic unit which produces sufficient for its own requirements and does not crave for unnecessary and conspicuous goods and services. "Simple living and Serving Others to Serve One's Self' is the way of life of a GramShilpi.

File Description	Document
Any other relevant information	[View Document](#)

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5. CONCLUSION

Additional Information :

Apart from being an Institution of higher education, Gujarat Vidyapith also conducts many other activities as a part of its social commitments. Although the Institution does not make any distinction between its different activities but the tight frameworks of higher education does not allow the Institution to showcase variety of the centres it runs to cover different areas of society. Following are some of the centres:

1. **Panchayati Raj Talim Kendra:** The centre trains the revenue officials (Talati) of the village level. The centre is a unit of Govt. of Gujarat and Gujarat Vidyapith has been entrusted to manage and run the centre.
2. **Krishi Vignan Kendra (KVK)**: Gujarat Vidyapith runs three KVKs under ICAR and all these centres are involved in experimentation in organic farming and development of soil, seeds, and bio-pesticides.
3. **Tribal Research Institute**: The Institute has its own TRI which undertakes research in tribal issues. The centre funds research projects. The centre is also involved in training tribal artisans and in building their network. It is a unit of Government of Gujarat and Gujarat Vidyapith has been enstrusted to manage and run the centre.
4. **Equity and Development Centre:** The centre provides funding for research in social issues. The funds are given either by Gujarat Vidyapith or are mobilized through different institutions and NGOs.
5. **Bharatiya Bhasha Setu**: The centre runs certificate and diploma courses in different Indian and foreign languages.
6. **Sarth Jodnikosh**: This centre produces authoritative dictionary of Gujarati language. It is entrusted with the task of revision of the standard Gujarati dictionary which is used by all the institutions in Gujarat.
7. **Hindi Prachar Samiti**: This centre is entrusted with the task of propagating Hindi language in different parts of Gujarat. The centre organizes classes for learning Hindi and conducts examinations for certificate and diploma level.
8. **Naturopathy Centres**: As Gujarat Vidyapith believes in propagating proven alternative medicines, it has established two naturopathy centres. They are accessible for the people of the Institute as well as for the general public.
9. **Universal Healing Centre**: This centre experiments in combining modern medicine along with alternative medicines of India for rehabilitation in cases of serious heart diseases.

Concluding Remarks :

The speed and spread of information technology coupled with the influx of cheap goods and services have posed a serious challenge to the society, especially the young people who are students and are in the process of training to become citizens. The rising problems of climate change, increasing inequality and intolerance because of structural violence in society, and decrease in meaningful occupation for the young people have posed serious threat to 'Our Common Future'. Fortunately, the governments across the world have started taking notice of this grave threat but unfortunately, they are not committing themselves to mitigate the threats and they continue to pursue to the same old policies. Nevertheless, a discourse has begun in the civil society for the need of a paradigm shift in the collective thinking of humanity. There is a need to move from 'standard of living' idea to 'way of living'. It has also become clear that this paradigm shift can happen through

education only. Unless the education system changes nothing will change.

Gujarat Vidyapith is fortunate that it has never left its core philosophy of simple living and working for the creation of harmonious society that is inclusive as well as self-sufficient in its needs. In order to address the current threats to the world, the Institute has come up with two-fold strategy: first is to reduce the carbon foot pints through changes in the life style; and second is to inculcate into students the idea of reducing the consumption to a minimum decent level. These two are intricately linked. When the future citizens decide to control their requirements to a minimum level, the need for industrial production will fall down on its own and it will lead to decrease in carbon footprint.

The institute, through its focus on community living has been striving to inculcate the idea of simple living in its students and it hopes that these students will strive to build a society which will promote cooperation instead of competition; appropriate technology instead of fuel-guzzling one; and love and tolerance instead of hatred for one another.