



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**GURU KASHI UNIVERSITY**

SARDULGARH ROAD, TALWANDI SABO, BATHINDA-151302, PUNJAB-INDIA  
151302

[www.gurukashiuniversity.in](http://www.gurukashiuniversity.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2022**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Guru Kashi University (GKU) has established itself with a unique niche of credibility in South Western Punjab. It has come up as a preferred destination for higher education in different domains. It emphasises on multidisciplinary and interdisciplinary education, research and innovation producing knowledgeable and competent graduates with potential to excel in their field of activity. The University has been established by State of Punjab through an Act of Legislation (Punjab Govt. Act No. 37 of 2011) and is recognised under section 2(f) of the UGC Act, 1956 and has all approvals from statutory bodies, wherever applicable.

The university is committed to excellence in teaching, research and social outreach. To fulfil its goals and objectives, it offers diverse range of academic programmes at graduate, post-graduate and doctorate level in addition to diploma and certificate level programmes that have a local to global relevance. These programmes are spread across academic domains ranging from areas of basic and applied knowledge in social/natural sciences and humanities to skill based professional courses. With the help of well qualified, multifaceted and experienced faculty. It endeavours to create competent professional and socially proactive, forward looking human resource capable of taking the communities ahead.

The GKU designs its curricular programmes in tune with its vision & mission. Programmes of study are developed considering of the local, regional, national and global needs. While the local and national relevance of a programme is considered in line with thrusts and policies of the State and the Central Governments and the global relevance is adjudged in terms of futuristic technologies, environmental issues and sustainability concerns. The University programmes provide a strong foundation for employability in different programmes. It endeavours to provide its students the need-based exposure to actionable ideas and nurtures them to make them valuable human resources for the society. For this, it maintains an active liaison with public sector, private sector, non-governmental organizations and business groups engaged in academia, research and industrial activities at regional, national and international level.

The GKU is the first private university having twin accreditations in the field of agriculture from ICAR and PSCAE.

### **Vision**

The university envisions globally compatible university providing unparalleled educational opportunities for transforming learners especially from marginalized sections of society to scholarly talented youth with a blend of entrepreneurship, innovation and ethics.

The brand colours as reflected in our logo are Blue representing 'trust, dependability and commitment', Yellow representing 'innovation' and White representing 'truth, peace, simplicity and transparency'.

To achieve the vision of university, holistic curriculum learner centric teaching learning environment provides the opportunities to transform the learners who belongs to rural area, different states/cultures or immigration states and without gender identity.

The focus on developing entrepreneurial skills through various entrepreneurship and skill based courses, is an added value for transforming youth. The university provides research facilities & resources to develop research aptitude and innovative thinking. Different value added courses and cultural environment of the university supports to practice moral and ethical values in administration academics and research.

Guru Kashi University aspires to be a dynamic, inclusive community of scholars engaged in the pursuit of excellence in academics through creative and innovative endeavours that have a transformative effect on professional, socio-cultural and intellectual needs of the society.

## **Mission**

The mission of the university is to create ambience in the field of science and technology and humanities for transforming learners from diverse society with knowledge and skills to become entrepreneurs and innovators committed towards cultural, economic, environmental and social advancement in the region and world at large.

To achieve the above stated mission, the university has developed all the academic & administrative systems based on the core values like,

**G** – Generosity, **U** – Uniqueness, **R** – Resourceful, **U** – Unity, **K** – Kindness, **A** – Accountability, **S** – Sustainability, **H** – Happiness, **I** - Innovative

The university provides opportunities to students to focus on inter-disciplinary knowledge, problem-based learning, developing communication & interpersonal skills, healthcare and overall well-being. It also ensures to provide a learning experience by engaging the learner with external partners to develop them as competent human resource to become an asset for the society. Nurturing productive community by attracting and retaining best talent in terms of diversity & knowledge and creating a congenial environment for self-appraisal, transparency in governance, accountability, research, innovation, creativity and entrepreneurship are like strategies to achieve like mission.

Moreover, recruiting highly competent, talented and innovative faculty and refreshing /updating their knowledge through need-based academic and technology driven interventions are the strong support systems of the university. However, serving masses through quality education and outreach, implement need-based policies especially for improving the quality of life of rural families and promote Punjabi language through research in literature, religion and culture are also the significant activities of the university to achieve its mission.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- Overall strength of the University is approvals from the Statutory/Regulatory bodies UGC, PCI, BCI, NCTE and accreditation by ICAR and PSCAE.
- GKU is the first private university having twin accreditations for agriculture course.
- Receives admissions from national and international students.
- Proactive Management support and encouraging environment for faculty and students.
- Transparent and robust governance system.

- Campus 24x7 fully wi-fi enabled.
- Fool proof security at campus.
- Location advantage as the University is situated on the National Highway, well connected with the State and National Capital and major cities.
- State of the Art Academic, Research Infrastructure.
- ICT based instructional strategies in practice.
- Green and serene environment friendly campus.
- University has installed rooftop solar panels on major buildings for power generation
- Separate hostels for boys and girls, and International students.
- Excellent labs, state of the art agriculture fields and rich library for better exposure to academic and research.
- Excellent student faculty ratio.
- Experienced faculty pool with desirable mix of young and senior faculty members.
- Frequent visits and guidance available from senior scientists and educationists representing reputed public and private sector organizations.
- Modern and rich curriculum with desirable blend of project work, field practices and industry exposure.
- implementation of Choice Based Credit System (CBCS) as per NEP 2020.
- Industry internship mandatory for students of majority of programmes.
- Skill based interdisciplinary and multidisciplinary approach being followed
- Specialization and flexibility through a diversity of UG, PG and Research Programmes.
- Campus vibrant with good number of co-curricular and extra-curricular activities.
- MoUs signed with reputed organizations engaged in education, research, technology transfer, health care services, industry related activities.
- Cross cultural exposure with students from all over India and from Foreign countries.
- Tie-ups with publication houses for research publications
- Focus on patentable research relevant to local and global needs
- Strong community integrated activities through RAWE, NSS and Sarbat da Bhala Society

### **Institutional Weakness**

- The University falls under remote rural areas
- No strong industrial setting in the region
- Government funding not easily available
- Area endemic to cancer incidence
- Train Connectivity constraints
- Less number of full time Research Scholars.
- Inadequate number of visitors from foreign countries.
- Relatively short stay of faculty members.
- Less number of externally funded Research Projects.
- High end research facilities are lacking, so cutting-edge research output difficult
- Lack of facilities for attracting good human resource due to area constraints
- Non-availability of swimming pool.

### **Institutional Opportunity**

- Grabbing opportunities in innovation and entrepreneurship domain.

- Opportunities of inter-disciplinary and multi-disciplinary approaches of NEP – 2020.
- Development of new projects in cutting edge areas of AI, eco efficiency structures, DSS based agricultural technologies.
- Faculty sabbaticals.
- Linking students with Industry.
- International advisory board with foreign experts in academia, research and industry.
- Due to good number of international students, strengthening alumni and support for placement
- Handling cultural diversity
- Different cropping systems of S-W Punjab is an opportunity for research in agriculture.
- This area is apt for conducting research on cancer
- There is good scope for sports development due to inclination of youth towards it
- Networking with R&D labs and advanced institutions with in the country and abroad.
- International accreditation.
- Academic exchanges with foreign universities within regulatory frameworks.
- Skill enhancement with industry collaborations; strengthening digital mode
- To initiate programmes in ayurvedic science.
- To initiate industry oriented professional and research programmes.
- Development of museum of culture and social history of Punjab on the University Campus.

### **Institutional Challenge**

- Receiving funds for academic and research projects from the government sources.
- Long retention of faculties with the presence of universities/colleges nearby.
- Non-availability of industrial support
- Compromising between affordable education and the desirable high standard of education.
- Student placement in core industries.
- Emigration of students to foreign countries.
- A fraction of students belongs to Economically Weaker Section.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The University has introduced the Choice Based Credit System in its academic programmes since 2016 but it was further redesigned and developed as per requirement of NEP 2020 from the session 2022. It focused on interdisciplinarity through interdisciplinary projects, programmes and combining different disciplines.

The GKU updates curriculum regularly and introduces latest specialization and core courses like artificial intelligence, disaster management, basic digitization skills, communication skills, professional ethics, human values, community outreach, Industry etc. It is ensured that about 15-20% of the content covers current developments in technology and research. The revision and updating are undertaken every year before the BoS meeting through CDC.

The University has also implemented a number of courses like Artificial Intelligence, Python, Machine Learning, Industrial Automation & Robotics, Commodity Training, Cosmetic Science, Floriculture and Landscaping, Food Processing, Plantation Management, Enterprise Resource Planning, International Business,

Export-Import Procedures, Globalization & Business Growth, etc. in tune with global trends. For achieving national aspirations, the courses like Environment Studies, Fire Technology & Design, Fashion Designing, Renewable Energy and Green Technology, Vegetable Breeding, Seed Production, Soil Fertility & Fertilizers use, Dry Land Farming, Water Shed Management, Post Harvest Handling of Crops, Radiology and Imaging Technology, Yoga, Logistic Management, etc. have been introduced. Efforts are made for the holistic development of students for which focus is given on developing their life skills, personality, value system, communication and entrepreneurial skills, etc. to enable them to become job creators rather than job seekers. For reprioritization of university curriculum and other programs, feedback from students, alumni, teachers, employers and other stake holders within the University and outside are gathered. The POs, Cos and PSOs of each program lay focus on students and realization of core values. The mapping of COs with POs and PSOs were mapped for each program which was further analysed to explore the attainability of the outcome. The attainability has been explored in two ways i.e. 80% direct and 20% indirect. The direct attainability was on account of students score in exams, assignments, etc while indirect attainability is through feedback from the stakeholders including students, teachers, parents and alumni.

### **Teaching-learning and Evaluation**

The university carries out admissions strictly on the merit basis and conducts its own entrance examination since 2012. The low, average and excellent learners are identified based on their qualifying marks depending upon the eligibility in different programs. It supports to address their specific requirements through need-based interventions. The intermediary students are identified based on continuous assessment on the bases of class and home assignment, seminars, group discussion, quizzes, class tests, projects, internships etc. The mentors and the faculty regularly review the academic progress of the students and counsel them to improve their performance to ensure academic growth. The practices adopted for slow learners are i. remedial classes which are conducted to improve the academic performance of the slow learners and students who participate in sports and other activities ii. academic and personal counselling are given to them. iii. students are assigned mentors to provide solution to their problems. iv. peer learning by advanced learners to help slow learners v. continuous monitoring of academic performance and special education by mentors. vi. faculty ensures its accessibility to students through all channels of telecommunications to support them to improve results. vii. the mentors take additional efforts to understand the socio-economic backgrounds and support accordingly to enhance their performance.

The practices adopted for advanced learners are to help them to enrol for MOOC courses and are provided with additional learning and reference materials. They are involved in delivering technical seminars and given special assignments. They are motivated to participate in competitions. The students are encouraged to participate in extracurricular activities, cultural competitions and social events and take on different competitive exams. They are also encouraged to work for research projects.

The students are supported to provide special skill enhancement training, advanced learner literary skills, Industrial training and internships, Personality development, Career development programmes, etc.

Besides, the university provides all technical support to teachers and students for e-teaching & learning. Smart classrooms have been provided and training to faculty on using digital tools for teaching and evaluation has supported them for flipped, blended and ubiquitous learning to enhance the levels of thinking of students.

### **Research, Innovations and Extension**

GKU has its own Research Policy defining conduct of ethics in research and has taken several research initiatives. The faculty is also provided seed-money for research. Research projects sponsored by industry, cooperates, etc and consultancy are ongoing at GKU. Focus has been given to entrepreneurship awareness, training and capacity building. It is collaborating with various companies/ agencies/ industry engaged in entrepreneurship and other activities by signing MoUs. There are a number of Research Associates & fellows enrolled in the University. GKU focuses on capacity building through skill-development. It has state-of-the-art facilities of research labs are available. GKU has several facilities to support research such as central instrumentation cell, business lab/moot court/ theatre/art gallery, etc. The faculty is encouraged to publish research in reputed journals and provides financial incentives to faculty for research papers/books/chapters and other publications. University provides seed money and financial support to the faculty to publish research articles, patents in the reputed journals and to attend national and international seminars, workshops and conferences.

GKU has set-up 5 Centres for Advanced Studies in different domains. It has created incubation facilities to develop entrepreneurship skills and training courses. The faculty has published patents. GKU has awarded 196 Ph.Ds. The faculty developed e-content for SWAYAM, Wakelet MOOC platform, for Institutional LMS, etc. Research Ethics Committee regulates ethics policy to safe guard and promote well- being of all potential research participants.

GKU carries out a diverse extension activity relevant to the society and focuses on encouraging social responsibilities among students through extension activities. Agriculture is a flagship programme that has an inbuilt extension component. Apart from RAWE, GKU conducts programmes and activities as a part of its co-curricular activities such as NSS, NCC.

GKU celebrates important national/international days, encourages villagers and their families to visit *Kisan Melas*, etc. Camps are organized for animal-health in local *Gaushalas*. These efforts have been recognized through awards. GKU endeavours holistic development in the area by taking several initiatives.

## **Infrastructure and Learning Resources**

The university has created adequate facilities for teaching and learning including ICT enabled class rooms, laboratories, workshops, seminar halls and conference halls, Moot court etc. Besides, e-learning facilities like LCD projectors, smart LEDs, video conferencing, smart classrooms etc. There are agriculture labs, media lab, pharmaceutical labs, engineering labs, workshop block, education technology lab, medical hi-tech labs and Centre for Legal Aid etc, and other landmark facilities.

For students and faculty 828 computer systems are available with 1.0 Gbps dedicated leased line through internal fiber loop with Wi-Fi access points with 3 dedicated servers. Computer labs are connected with separate online UPS supply and fiber switches connected with centralized online UPS.

The learning resources at GKU includes a Central Library that also houses Indian and foreign print journals, 13 encyclopedia and various reference books. It has institutional membership of Knimbus, DELNET, e-Shodhganga, e-Shodhsindhu, NDI, Manupatra, Law Herald, SSC, etc. GKU has subscribed to Urkund software for plagiarism check. The library services are fully automated with barcode and RFID technology, OPAC services through ERP system, available through GKU mobile app and through student and staff login-ID.

The university has an auditorium, an open-air theatre to organize cultural events and national days. GKU has all general campus facilities including for staff and students and a planned mechanism to upkeep the overall ambiance of the campus. The University IT Policy delineates the central policies that govern the responsible use of the University's IT resources for the users. GKU has its own infrastructure for e-content development. The budgetary provision for implementation of this policy is done based on the evolving requirements from time to time. The University adopts standard established systems and procedures which are mentioned in the policy on Facilities Maintenance, Repair and Alteration at campus. In compliance with the policy, the University constituted appropriate committees to look after various aspects of the maintenance and utilization of physical, academic and sports facilities like laboratory, library, sports complex, computers, classrooms etc.

### **Student Support and Progression**

The University has been carrying out proactive measures to support all eligible students to pursue higher education by providing them with government scholarships, welfare scholarships for General category and other institutional scholarships.

Career counselling and guidance for preparing students for competitive examinations is a regular activity here. With the result, students from various departments were successful in clearing state/ national/ international level examinations. After the completion of courses, most of the students got placement in national and multinational companies, banks, railways, schools, colleges, government institutions, etc. Some passed out students are pursuing higher education as well.

It organizes workshops, webinars, coaching classes; and discussions on personality development and communication for capacity building and skill enhancement. GKU has been offering training in soft-skills, language and communication skills and awareness of technology-trends to students.

The University has its own Students Interaction Cell and online Grievance Redressal Mechanism. It has committees for taking care of ragging, women empowerment, development, internal Complaints and other prevailing/emerging issues and concerns.

Students from the Department of Physical Education and other departments fetched medals in games and athletics in competitions at inter-university, state and national levels. GKU organised a number of sports/cultural events/competitions. Students have received accolades in various events and have displayed outstanding performance in inter universities/state/national/international sports/cultural activities and received many awards.

For the institutional development, and to impart leadership qualities in students the University has developed a system for encouraging and ensuring students presence through Students Representatives. The students' representation in university is through class representatives, members of various academic and administrative committees and participation in university events and sports.

GKU has created an Alumni Society which places a significant role in strengthening the university system. The alumni serve as brand ambassadors of GKU providing motivation to prevailing students besides contributing financially and non-financially for the development of the university. They have contributed for strengthening of labs with equipment/apparatus as well.

## **Governance, Leadership and Management**

GKU governance is as per its Act, through the Chancellor, Vice Chancellor, Registrar, Chief Finance and Accounts Officer and other such Officers as per the Statutes. The policies and plans are deployed, monitored and evaluated to achieve the envisioned goals. To achieve its Vision and Mission, GKU practices decentralisation and participative management to groom leadership at all levels. The stakeholders are engaged in decision making/implementation process.

For incorporating national and global perspectives the BoS invites inputs from stakeholders, industry and academic experts to promote employability and curricula. To promote professional development of faculty and students, trainings, workshops, FDPs, inductions, refresher courses, etc., are held.

GKU strongly follows the ethical values and has its strategic plan for prospective implementation at department, university and IQAC levels. It has well-defined organisational/administrative set-up and every task is accomplished by referring the relevant policy/SOP for appointments, service rules, and procedures, etc.

For accountability, GKU has an APAR system, promotional avenues, welfare of its faculty and staff. Students-feedback about performance of faculty is important for the appraisal. GKU has various welfare schemes for its teaching and non-teaching employees, such as accommodation, mobile facility, EPF, ESI, maternity benefit, seed money for research, on duty leave, health care facility, ICT, etc.

GKU is self-financed institution, its funds are mobilised through internal resources (collection as fee, rent, interest on FDRs, etc) and external resources (training and consultancy, funds/ grants, outsourcing, bank loans, etc). It carries out budgetary planning/ management annually to ensure optimal use of resources. Optimization is achieved in all kinds of overheads through an audit mechanism. Finance Committee scrutinizes accounts regularly and ushers transparency in financial system. GKU constituted IQAC which contributed for institutionalizing the quality assurance strategies and played a pivotal role in administration, commencement and planning of quality matters, supervision of various activities being vital to boost academic excellence, taking quality initiatives. GKU has got twin accreditation (ICAR, PSCAE) for B.Sc (Agri) 4 year programme. University has its own ERP system which is helpful in e-governance (administration, finance & accounts, students support, examinations, etc.).

## **Institutional Values and Best Practices**

GKU provides equal opportunities for all, has Gender Sensitisation Plan (includes lectures on women rights, celebration of International Women's Day, sensitizing new students, provides equitable/inclusive environment to faculty/staff). For security/safety, e-surveillance, deputation of female personnel and CCTV cameras of campus are undertaken. Separate hostels and common-rooms are provided for boys and girls. Anti-Ragging Committee/ Squads, Internal Complaints Committee and Prevention of Sexual Harassment at Workplace are formed. On-campus crèche is provided for infants of nursing mothers. On-call doctor, dispensary and ambulances are available for medical emergencies.

GKU has facilities for using alternative energy sources (solar energy, biogas, etc) and energy conservation (sensors, LEDs/ efficient equipment). GKU has mechanism for management of solid (non biodegradable, biodegradable), liquid (STP water for irrigation), and bio-medical waste, e-waste, etc. It saves water through efficient-use/recharging (rainwater harvesting, bore well/ tanks/bunds, recharging, water recycling, water

bodies/ distribution). Steps like restricted entry of automobiles, use of bicycles/battery-powered vehicles, pedestrian-friendly paths, no-use of plastic, lush-green landscaping, etc. are followed. It undertakes green, energy and environment audit regularly. GKU provides inclusive environment, friendly to differentially abled individuals, and barrier-free environment for all with tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic diversities, constitutional obligations, conduct of students, faculty, administrators, staff, is emphasized.

At GKU has a mosaic culture wherein students showcase their diverse attires, languages food habits, etc in harmony, celebrate their festivals on campus. National Days of international students are celebrated with fervour. GKU participates in sports and cultural events of AIU. It is regularly holds Mother Tongue Day, *Samvidhan Divas*, tree plantation, blood donation, straw-management, Swatch Bharat Abhiyan, Legal Awareness Camps (NSS, PAN India Awareness and outreach Campaign- *Azadi ka Amrita Mahotsav*), etc..

GKU prescribes code of conduct for students, teachers, administrators and staff. Agriculture being its flagship programme, GKU celebrates *Kisan Mela/Expert-farmer-Interfaces* by holding various extension/out-reach activities. GKU actively participates in the Vaisakhi Mela at Takhat Sri Damdama Sahib jointly with District Administration and organizes benevolent activities. GKU has well-developed mechanism (i) to reach out to village community, farmers and stakeholders, and (ii) involving students in earn while you learn, which are its best practices.

## 2. PROFILE

### 2.1 BASIC INFORMATION

<b>Name and Address of the University</b>	
Name	GURU KASHI UNIVERSITY
Address	Sardulgarh Road, Talwandi Sabo, Bathinda-151302, Punjab-India
City	Talwandi Sabo
State	Punjab
Pin	151302
Website	<a href="http://www.gurukashiuniversity.in">www.gurukashiuniversity.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Vice Chancellor	Jatinder Singh Bal	1655-296401	9878477699	1655-296401	director.iqac@gku. ac.in
IQAC / CIQA coordinator	Ashwani	1655-296402	8725035444	1655-296401	director.iqac@gku. ac.in

<b>Nature of University</b>	
Nature of University	State Private University

<b>Type of University</b>	
Type of University	Unitary

<b>Establishment Details</b>	
Establishment Date of the University	26-12-2011
Status Prior to Establishment, If applicable	Other
Establishment Date	01-07-1998
Any Other, Please Specify	GROUP OF COLLEGES

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	26-12-2011	<a href="#">View Document</a>
12B of UGC		

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Sardulgarh Road, Talwandi Sabo, Bathinda-151302, Punjab-India	Rural	82	75591.77	UG,PG,PHD,DIPL OMA,CERTIFICATE		

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

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

<p>Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>ICAR</td> <td><a href="#">111202_7464_3_1646719606.PDF</a></td> </tr> <tr> <td>NCTE</td> <td><a href="#">111202_7464_4_1646719594.PDF</a></td> </tr> <tr> <td>PCI</td> <td><a href="#">111202_7464_6_1648445669.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">111202_7464_8_1647405194.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	ICAR	<a href="#">111202_7464_3_1646719606.PDF</a>	NCTE	<a href="#">111202_7464_4_1646719594.PDF</a>	PCI	<a href="#">111202_7464_6_1648445669.pdf</a>	BCI	<a href="#">111202_7464_8_1647405194.pdf</a>	: Yes
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PCI	<a href="#">111202_7464_6_1648445669.pdf</a>										
BCI	<a href="#">111202_7464_8_1647405194.pdf</a>										

### Details Of Teaching & Non-Teaching Staff Of University

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	39				24				278			
Recruited	28	11	0	39	16	8	0	24	119	159	0	278
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				122
Recruited	85	37	0	122
Yet to Recruit				0
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				41
Recruited	32	9	0	41
Yet to Recruit				0
On Contract	0	0	0	0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	28	11	0	16	8	0	20	21	0	104
M.Phil.	0	0	0	0	0	0	5	9	0	14
PG	0	0	0	0	0	0	94	129	0	223
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

#### **Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	0	0	0	0
Adjunct Professor	1	0	0	1
Visiting Professor	0	0	0	0

#### **Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	University College of Basic Science and Humanities	Bhai Mardana Chair	Balaji Educational Trust

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

<b>Programme</b>		<b>From the State Where University is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	726	1429	0	72	2227
	Female	550	460	0	14	1024
	Others	0	0	0	0	0
PG	Male	136	145	0	2	283
	Female	168	55	0	0	223
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	10	5	0	0	15
	Female	2	2	0	0	4
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	69	70	0	0	139
	Female	124	69	0	0	193
	Others	0	0	0	0	0
Diploma	Male	267	849	0	66	1182
	Female	47	115	0	9	171
	Others	0	0	0	0	0
Certificate / Awareness	Male	26	10	0	0	36
	Female	4	0	0	0	4
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	4

<b>Integrated Programme</b>	<b>From the State where university is located</b>	<b>From other States of India</b>	<b>NRI students</b>	<b>Foreign Students</b>	<b>Total</b>
Male	182	75	0	0	257
Female	278	32	0	0	310
Others	0	0	0	0	0

#### **Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	26-12-2011
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

### **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

<b>Department Name</b>	<b>Upload Report</b>
Guru Gobind Singh College Of Education	<a href="#">View Document</a>
Guru Gobind Singh College Of Engineering And Technology	<a href="#">View Document</a>
University College Of Agriculture	<a href="#">View Document</a>
University College Of Basic Sciences And Humanities	<a href="#">View Document</a>
University College Of Commerce And Management	<a href="#">View Document</a>
University College Of Computer Applications	<a href="#">View Document</a>
University College Of Education	<a href="#">View Document</a>
University College Of Pharmacy And Paramedical Sciences	<a href="#">View Document</a>
University College Of Physical Education	<a href="#">View Document</a>
University School Of Law	<a href="#">View Document</a>

## Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The university offers 68 programmes at undergraduate and post graduate level and in all the programmes 90 interdisciplinary courses / open electives are being offered in both odd and even semesters. The courses like Communication Skills, Fundamental of Computers, Research Methodology, Environmental Studies, Punjab History &amp; Culture are offered in all the programmes as multidisciplinary courses. The university is prepared to offer multi-disciplinary programmes based on STEAM Education as the university has all infrastructural, technological and human resource facilities at the campus. The proposals for such programmes are being prepared. It is already offering 4 integrated programmes in 4 disciplines, which can be an additional support to run multi-Disciplinary and interdisciplinary programmes and courses in the university.</p>
2. Academic bank of credits (ABC):	<p>The university has designed and developed curriculum on Choice Based Credit System (CBCS). Moreover, different types of courses like core courses, inter-disciplinary, discipline electives, skill based, ability enhancement, open electives, entrepreneurship, value added etc. have already been included in the curriculum in all programmes. The programme learning outcome and course learning outcomes of all these programmes have been prepared and implemented. The university has also planned to formulate graduate attributes for all programmes which is one of the important tasks to implement NEP 2020. The assessment of learning outcomes has also been implemented. Appropriate credits have been allocated to all the programmes and courses. The university is fully prepared for preparing and implementing Academic Bank of Credits. Sound coding and Credit System of the Curriculum will support for implementation of Academic Bank of Credits system as proposed by NEP 2020.</p>
3. Skill development:	<p>As per NEP 2020, the University is prepared to provide skill development programmes, like entrepreneurship, research, technical skills, communication skills, life Skills, leadership skills, problem solving skills, team building skills &amp; self-management skills. The university is also running different skill-oriented certificate &amp; diploma courses</p>

	<p>like, Fire &amp; Safety, Diploma in Cosmetology, Diploma in Dress Designing, Diploma in Fine Arts (Painting), Engineering Diploma Courses. It is also running skill-based courses focusing on employability/entrepreneurship skills of students. Moreover, to meet the local needs training on Sericulture, Apiculture, Wormy Compositing, Stitching, Block Painting, Bakery, Culinary is already being provided to rural community. The university has optimum resources to start a skill development Centre to cater to local and global needs as per NEP 2020.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The university has students from different states of India and different countries giving a diverse culture to the university campus. This environment provides the opportunity to the students to learn different languages from each other while interacting formally and informally. Moreover, three languages are integrated in teaching learning process i.e. Hindi, Punjabi and English, because university is situated in rural area where Punjabi is a local language that dominates Hindi which is a second language of Punjab and English as a foreign language is an important attraction for all learners. The students belonging to different states interact with other students using their state language which provides an opportunity to other students also to be exposed to different languages. Therefore, university has integrated Indian languages culture. The university is prepared to adopt hybrid mode of teaching, to provide ample opportunities to students for opting online courses, which is focus of NEP 2020.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The University has prepared the Strategic Plan for developing outcome based learning environment. The Plan throws light on designing the curriculum of all program of the University based on Graduate Attributes. The Graduate Attributes shall be matched with learning outcomes of each program. The course learning outcomes of every course shall be based on learning outcomes of the programs. To achieve the learning outcomes, the University shall identify the relevant pedagogical techniques ICT or non-ICT based for each course and provide rigorous training to the faculty. These techniques shall be used for engagement of student inside and outside the class to achieve the outcomes. Furthermore, it continues assessments of all courses, which shall be mapped</p>

	<p>with course outcomes and thereby their attainment level shall be determined. A special focus on hybrid, blended and ubiquitous learning of students shall support to develop higher order thinking level of students which will be a boon to achieve graduate attributes of all programs, thus creating a conduct outcome based education system.</p>
<p>6. Distance education/online education:</p>	<p>The university is providing quality education with digital teaching tools by integrating technology in teaching, learning and evaluation. COVID-19 pandemic has compelled the faculty to have exposure with online education. The university has provided education through online mode in pandemic times which brought a confidence in the faculty to teach online. Conducting virtual classes and online evaluation of students, following the UGC guidelines was a new normal with a shift from conventional to online education. The university has integrated technology in its work inducing online/flipped mode teaching and evaluation including online classes using WebEx, Kahoot, Google Meet, Institutional LMS, Wakelet and other MOOCs platform. The university has its own media centre with audio-visual facility, lecture capturing system, mixing equipment and software of editing. The university is motivating its faculty members for e-content development. The university faculty has written many books and chapters in edited volumes/books published and papers published national/international conference proceedings and getting exposure to design self-learning material (SLM) for distance education. Distance education in online or blended mode has become a routine for majority of students, post pandemic.</p>

# Extended Profile

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## 1 Program

### 1.1

#### Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
68	56	63	61	57
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 1.2

#### Number of departments offering academic programmes

Response: 10

## 2 Students

### 2.1

#### Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4179	4196	4634	5030	4765
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1162	1520	1613	1652	1296
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 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
3969	3962	4387	4674	4467
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	6	19	29	24

## 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
3058	2785	2641	2254	1993
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
342	283	286	290	264
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.3

## Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
342	283	286	290	264
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 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
28064	21571	22344	23143	27364
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 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
395	362	321	288	311
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 4.3

#### Total number of classrooms and seminar halls

Response: 189

### 4.4

#### Total number of computers in the campus for academic purpose

Response: 622

## 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
2769.66	3225.19	3073.73	2655.8	2247.37

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

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

**Response:**

The University has an elaborative process for curricula planning, designing and development. It has developed the curriculum of all programs in tune with Program Outcomes (PO), which are in accordance with the vision and mission statements of the University. The curriculum design & development is done through a well-defined process. The learning outcomes of these courses address the local, national and global developmental issues and ensure to provide domain specific knowledge, develop skills and dexterior attitude among students. It also ensures to build strong conceptual foundation, advanced learning, skill development and facilitates the students for becoming responsible citizen.

While designing curriculum, the syllabi of various model curricula prescribed by the regulatory bodies like NCTE, PCI, BCI, ICAR etc., suggestions by industry experts and the feedback of stakeholders are considered. The curricula and course content thus framed are recommended by the Board of Studies (BoS) and subsequently approved by Academic Council (AC) through Curriculum Development Committee (CDC).

Employability & Entrepreneurship, pursuit for higher knowledge and overall development of students are the major considerations. Based on local industry such as Manufacturing, Telecommunications, Auto Sector ancillaries, Agro-based industry, Electrical industry , Petroleum Industry, etc and to meet the regional needs, the university lays focus on Entrepreneurship, Service Marketing, Environmental Studies, Renewable Energy and Green Technology, Protected cultivation of vegetable, Crop Breeding, Seed Production, Soil Fertility ,Organic Farming , Post-Harvest Handling of Crops produce , Retail Management, Accounting for Management, Distribution & Logistics Management, Auditing, Radiology & Imaging Technology, Physiotherapy, Yoga, Quality Control and Standardization of Herbals. These education sectors also help the students to pursuit for specialization through higher education. Expert -students interface are organized so that students are able to pursue learning in cutting-edge are development.

Efforts are made for the holistic development of students. Aimed at their personality development, inculcation of value system, skill development for becoming job creators rather than job seekers, the need-based program are planned, implemented and monitored for the benefits of students.

The Global attributes are the part of university curriculum that take need-based feedback and inputs in consultation with academia, industry/employment sector / alumni / other stakeholders within and outside the university for designing the curriculum. The Academic attributes in terms of POs, COs and PSOs are clearly defined. The POs and PSOs are specially designed to suit the professional and personal needs of the students and realization of the core values. The POs, COs and PSOs of each program focus on employability, entrepreneurship and skill development. Mapping of COs with POs and PSOs are prepared

by respective departments in such a way that the courses contribute toward the attainment of PO/PSOs upon their successful completion. This serves as a basis and a way to ensure attainment of Program Outcomes and enable students to get sustainable employment or pursue higher education.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

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

**Response:** 100

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

Response: 68

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

Response: 68

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of Programme syllabus revision in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 91.18

#### 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
2800	2540	2400	2050	1820

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p><b>Response:</b> 63.61</p>	
<p><b>1.2.1.1 How many new courses were introduced within the last five years.</b></p> <p>Response: 2713</p>	
<p><b>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</b></p> <p>Response: 4265</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

<p><b>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).</b></p> <p><b>Response:</b> 100</p>	
<p><b>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</b></p> <p>Response: 68</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### **Response:**

The curriculum at Guru Kashi University integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics that leads to a strong value-based holistic development of students.

The University is offering subjects like Human Values and Ethics (A300103), Gender Equality and Justice (1202704), Environmental Education (402408), Environment Law (1202802), Family Law – II (A1202402), Human Resource Management (102602), Soil, Water and Air Pollution (513007), Water Management (A502601), Environmental Education (402408), General Science (703103), Health Education (703402), Games and Sports (703107) are being offered to give exposure to the students on Gender, Environment, Sustainability, Moral Values, Human Values & Professional Ethics.

The seminars on human values & Professional ethics, expert lectures on research ethics, environment, gender issues & society and gender justice are being conducted at GKU. The courses provide opportunity for inculcating values and developing ethical competence among the students and helping them to integrate value education with decision making skills in their personal, social and professional life.

The University celebrates days of national and international importance as Republic Day, Women's Day, Independence Day, Teacher's day, Human Right Day, International Yoga Day, earth day, medical check-up camps, AIDS awareness programmes, Voter's awareness programmes, Road safety Campaign, Blood donation camps, Cleanliness drives, etc. to nurture moral, ethical and social values among students.

The GKU follows professional ethics and a policy of zero tolerance towards plagiarism to ensure that all research studies/assignments should be original. All the research materials to be sent for publication are first checked for originality using 'Orkund software'. The GKU also organizes guest lectures by experts, and luminaries to inculcate social, moral and ethical values among the students and faculty.

#### **Gender Sensitization**

The University has been offering various courses related to Gender which include: 'Gender and Feminism', Women and Law, Family Law, Gender Justice, Gender and Society, etc.

The University has set up 'Women Grievance Cell' to promote gender equity and deals with issues of safety and security of female students, staff and faculty. The university campus is secured with 24\*7 CCTV and high-level security.

The university organizes various programmes to sensitize students about gender equality which includes International Girl Child Day. Gender sensitization camps are organized in the neighboring rural areas that include, women's rights, human rights, child rights, gender justice and gender equality.

#### **Environment and Sustainability**

Keeping in view the importance of environment and sustainable goals of the UN, the GKU has been offering plethora of course in different programmes like, Environmental Studies, Environmental Science,

Industrial Safety & Environment, Environmental Engineering, Environmental Sciences, Environmental Issues in Real Estate, Environmental Education, Environmental Studies and Disaster Management, Environmental & Wild Life Protection Laws, Health Education and Environmental Studies, Environment Sociology, Environmental Science, Environmental Chemistry, Environment Law, Dry Land Farming and Water Shed Management etc.

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	<a href="#">View Document</a>

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

**Response:** 135

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

**Response:** 135

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>

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

**Response:** 100

**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
4179	4196	4634	5030	4765

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

**Response:** 30.25

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

Response: 1264

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Demand Ratio (Average of last five years)

**Response:** 11.04

##### 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
2070	1917	2142	2420	2633

#### File Description

#### Document

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

[View Document](#)

• Any additional information

[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:** 98.5

##### 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
311	221	321	362	395

#### 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:**

GKU assesses the learning level of the students at the time of commencement and during the programme. Students from diversified categories enrolled in various disciplines are identified as slow learners and advanced learners based on their qualifying marks in +2 / UG/PG, depending upon the eligibility of programme initially. The intermediary students are identified on the basis of continuous assessment based on class and home assignments, seminars, group discussions, additional assignments, quizzes, class tests, projects, internships, viva-voce examinations etc., enable effective assessment of learning levels of students.

The University assesses the learning levels of the students and organises special programmes for advanced learners and slow learners. Apart from it, teacher-student interactions, the course faculty and the mentors regularly review the academic progress and counsel students to improve their performance to ensure their academic growth. This also helps to identify the slow learners and fast learners.

**Practices adopted for slow learners**

- Remedial classes are conducted to improve the academic performance of the slow learners and students who participate in sports and other activities.
- Academic and personal counselling are given to slow learners
- A group of students are assigned mentors to help them and provide solution to their problems by counselling
- GKU promotes peer learning by motivating advanced learners to help slow learners
- Continuous monitoring of academic performance and special education needs are identified by mentors.
- Faculty ensures its accessibility to students personally and through all channels of telecommunications. The strenuous efforts taken by the faculty towards the slow learners has resulted in students' understanding in their chosen domain, improved results and pass percentage.
- The mentor takes extra effort to understand the socio-economic backgrounds also which is sometimes a reason for poor performance.

**Practices for Advanced learners**

- System of Group Study is encouraged with the involvement of advanced learners
- The advanced learners are encouraged to enroll for MOOC Courses.
- They are provided with additional learning and reference material.
- They are given special assignments and technical seminars on contemporary or emerging trends to enable them for placement.
- They are specifically encouraged to participate competitions.
- Talented students are motivated to participate in extra-curricular activities, exhibitions and cultural competitions.
- Advanced learner students are encouraged to opt for competitive exams like GATE, IELTS, NET, TOFEL, PSTET, CTET, HTET etc.
- Advanced learners are also encouraged to take up research on different projects.

**Special support**

- Special Learning Skills enhancement trainings

- Advance Learner Literacy skills
- Industrial training and internships for student learning opportunities
- Personality development sessions for interviews competitive exams
- Career development programs
- Planned Assignments to challenge students with higher order thinking skills
- Peer to Peer Classes Programme

<b>File Description</b>	<b>Document</b>
Upload Any additional information	<a href="#">View Document</a>

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

**Response:** 12:1

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## 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:**

Courses at University have well defined POs, COs, PSOs. This provides a comprehensive understanding to the student right at the beginning as to what he should primarily focus for in academics. It also helps them in self-evaluating their performance at the conclusion of the course.

#### **Experiential Learning**

- **Experiential Learning at GKU** is facilitated to students by incorporating workshops, laboratories, tutorials, projects, and training courses in the syllabus. In addition, RAWE, Field visits, MOOT Court, Business studio, Art gallery, theatre cum auditorium, Central instrumentation centre, museum and training in industry-relevant software, also gives exposure to students.
- **Experiential Learning Courses** IPC,CRPC, Hindu law, Engineering courses, Fine art courses, Entrepreneur related courses are part of the syllabus.
- **Incubation centre** is a creative space for students to learn, work and create.
- **Fields visits** to construction sites, markets, historical places, Crop fields, courts, hospitals and industries.
- Two weeks/ four weeks/ 6 weeks /6 months training are part of syllabus.
- **Industrial-training/internship** student's work on industry and socially relevant topics and evaluation is done by experts from academia and industry.

- **Lab sessions** are an integral part of teaching. Students are exposed to industry-standard software like SPSS, SciLab, R-tool, ADOBE, MAYA and various other programming languages & tools, wherever required.
- **Entrepreneurship & Skill oriented courses** along-with the case studies are initiated on the campus by students and it adds another meaningful dimension to teaching-learning process.
- **RAWE**, six months extensive **Experiential Learning Program (ELP)** is in place as per modal curriculum by **ICAR**.

### Participative Learning

- **Team Approach** is encouraged through participative learning.
- **Debates, discussions** are followed in many courses where students are required to come with variety of opinions, and thought processes.
- Practical and workshops in **all individual and group work** under the guidance of teachers are also conducted.
- **Group assignments** further inculcate the habit of working together in synchronizing manner.
- **Seminars** by the students themselves help present their assignments before the entire class. This help them in having conceptual knowledge of contemporary and emerging areas, logical thinking and analytical ability, in addition to overcoming stage fear and developing oratory power
- Various **discipline-specific technical events** conducted on the campus and **an extra-curricular event helps** the students in enhancing the student learning experience.

### Problem-solving methodologies

- **Real-life situations** are discussed which enables students to apply their mind to analyze problems and craft possible solutions.
- **Case study method** is adopted in teaching learning process to make the students have logical thinking and practical knowledge to develop problem solving ability.
- **Tutorials** are used for the application of concepts and solving numerical and other problems, where the teacher acts as a facilitator.
- **Open source labs / e-Simulation exercises** enable students to apply their minds to solve **real-life problems**.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

#### Response:

GKU is committed to equip its students with the competency and skills that will enable them to face the



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

## 2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
<b>Response:</b> 100	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

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											
<b>Response:</b> 33.21											
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years											
<table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>148</td> <td>112</td> <td>93</td> <td>80</td> <td>61</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	148	112	93	80	61	
2020-21	2019-20	2018-19	2017-18	2016-17							
148	112	93	80	61							
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	<a href="#">View Document</a>										
Any additional information	<a href="#">View Document</a>										

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)
<b>Response:</b> 12.02

<b>2.4.3.1 Total experience of full-time teachers</b>	
Response: 4111.1	
<b>File Description</b>	<b>Document</b>
List of Teachers including their PAN, designation, dept and experience details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>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</b>				
Response: 85.67				
<b>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</b>				
2020-21	2019-20	2018-19	2017-18	2016-17
149	28	51	11	12
<b>File Description</b>	<b>Document</b>			
Institutional data in prescribed format	<a href="#">View Document</a>			
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>			

## 2.5 Evaluation Process and Reforms

<b>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</b>				
Response: 21.2				
<b>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</b>				
2020-21	2019-20	2018-19	2017-18	2016-17
19	17	24	25	21

File Description	Document
List of Programmes and date of last semester and date of declaration of results	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.36

#### 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
2	6	19	29	24

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>

### 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:**

GKU since its inception has been very receptive to change especially in terms of integration of IT in all the aspects of the examination system. The University is completely ICT enabled University and everything related to the examination system are run through ERP modules. The Examination branch of GKU follows a continuous system of evaluation as per academic ordinance of university. The Examination branch conducts examination, evaluate the answer sheets and declares results with meticulous care. Keeping examinational procedures with IT integration, the Examination System at GKU has been made fully automated through ERP modules in phased manner. The following activities of examination procedures are automated:

- Student Registration
- Exam Form Filling and Fee Payment through Payment Gateway
- Internal Marks Capturing
- Admit Card Generation
- Online Cut Lists for Examination Controller
- Online Paper Selection Module
- External Marks Capturing
- Result Processing and Publishing

- All the technical details of the examination for example the Roll no List, back papers, preparing attendance sheets, seating plan is generated through iCloud portal.
- All students and staff have ERP log in IDs through Student Interaction Cell (SIC) Portal through the University Website.
- Grade Card Sheet Publishing in Individual Student's Login
- Integration of Final Grade Sheets with NAD Cell
- Re-evaluation Applications
- Promotion to Next Semester
- Generation of Reports for Teachers and Administration

As a forward-thinking university, GKU tied up with NAD. This was done for digitally depositing the degree certificates of the students which facilitates the process of online verification of degree certificates of the students by potential employers and other the Higher Education institutions.

The IT integration has modernized the entire examination process and has speeded up the functioning mechanism, while making the whole process more transparent. The positive impact or reforms in examination procedures after IT integration in the University is as follow:

- E-governance has been successfully implemented in the University. Online entry of marks helps to reduce the errors and saves a lot of time.
- Online filling of examination/revaluation forms helps the students and the University in saving time and in generating admit card with precision.
- Hassel free declaration of results through student's login ID saves time.
- Internal Assessment system followed by GKU takes into consideration the different ways to assess the knowledge and skill sets of students in fields that have practical to evaluate the practical skill sets of the students. Through ERP integration, it gives full transparency.
- The examination branch maintains its constant touch through various meetings with the office of the Vice-Chancellor, the Registrar, the Dean Academics, the Finance Officer and the Heads of various academic departments for smooth and up to date functioning of the examination system of the University.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

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

<b>File Description</b>	<b>Document</b>
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Annual reports of examination including the present status of automation	<a href="#">View Document</a>

## 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:**

**The Graduate attributes in terms of POs, PSOs and COs are clearly defined:**

- **POs, PSOs and COs** are designed for each program taking the SRA, feedback, needs, at local, national and global levels into consideration.
- The global attributes are the part of curriculum taking need-based inputs in consultation with Board of Studies and based on the feedback from stakeholders.
- All POs and PSOs are reviewed / added / modified / improved on recommendation of BoS, feedback, teachers, students, alumni and finally approved by the academic council.
- The POs, COs and PSOs of each program focus on employability, entrepreneurship and skill development.
- Mapping of COs with POs and PSOs are prepared by respect departments in such a way that the courses contribute toward the attainment of PO/ PSOs upon successful completion of all courses and the programme.
- Copy of study scheme and syllabus along with POs, COs and PSOs are publicly available for ready reference for faculty and students through university website as well as in the department.
- The POs, COs and PSOs are part of course work files of faculty members that clearly describe the knowledge skill and competency expected from students during the course of study.
- Each program is designed for taking Outcome Based Education as its basis and in a way that ensures attainment of Program Outcomes and enable students to get sustainable employment or pursue higher education.

**Communication of POs, PSOs and COs to stakeholders:**

- The POs, COs and PSOs are part of the academic booklets and are widely available on the university website and on the dashboard of each student login ID.
- The students are well guided about the POs, COs and PSOs during orientation program as well as during start of each topic of the courses.
- For teachers, workshops/seminars/Faculty Development Programmes (FDPs) are conducted on Outcome Based Education (OBE), Course Work File, Hands on Practice on attainments.

- The importance of the learning outcome is communicated to the teachers in every department meeting and institution committee meeting. The students are also made aware of the same through tutorial meetings.
- Brainstorming sessions are conducted for designing the outcomes and then checked if those COs could be correctly mapped to one or more of the POs. The COs for all the University programs form a firm basis for curriculum development, syllabus formulation, evaluation criterion and the teaching-learning process.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

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

#### Response:

The University has incorporated various levels of attainment in terms of knowledge, understanding, application, analysis, synthesis, evaluation, and creativity of students. The objectives and outcomes are properly mapped for testing and evaluation of students so that POs, PSOs and COs are attained through the competency mapping in terms of knowledge and skills. The Departments adopt both direct and indirect methods of assessment to ensure attainment of POs, PSOs and COs. The attainment is computed with respect to programme threshold using the direct attainment method and indirect attainment method based on mapping of COs of respective courses with POs and PSOs. The usual breakup is 50% from continuous assessment and 50% from end semester examinations in most of the courses except in the programs related to NCTE, BCI, PCI. Three levels of achievements are defined as: High (course score >60%); Moderate (course score <60% & > 50%) and Low (course score <50% & >40%).

#### For Direct Attainment

Tangible and evidence-based attainment of students specific learning is measured through Assignments, Poster presentations, Class Tests, Group Discussions, Laboratory performance (Term Work), Student Project(s), Mid Semester Tests and End Semester Theory Results. At the end of a semester, the result of respective courses, including course attainment computed from Continuous Assessment (CA) /Mid-Semester-Term (MST)/ End-term (ET) Examination is analysed and taken as input to review programme level POs/PSOs attainments using following formula:

#### Direct attainment of course is computed as Follows:

(attainment value \*degree of mapping) / 3

**Overall Direct attainment** = Average of direct attainment of all courses

## Indirect Method

Indirect Assessment Methods are also used in conjunction with the Direct Methods to gain an insight into students' attitudes and perception about their learning. These include Student Surveys and Feedbacks, Co-curricular Activities and Extracurricular Activities, Employer Survey, Alumni Survey, Survey of current students and Job Placement Statistics. These assessments are helpful while interpreting the findings of direct assessments. Programme and course-related feedback from stakeholders such as students, parents, alumni, and employers are considered. The following formula is being used for assessment:

Overall indirect Attainment is computed as follows:

$(\text{Students feedback} + \text{Parent feedback} + \text{Employer feedback} + \text{Teacher feedback} + \text{Alumni feedback}) / 3$

The university also tries to attain POs, PSOs and COs by conducting the activities such as cultural activities, N.S.S., NCC, etc. The Campus Placement/Internship statistics establish and endorse the relevance of offered courses to prepare an industry-ready workforce. Thus the students' selection through the placement process is measure of attainment of POs, PSOs and COs. The internship prepares and evaluate the students up to the industry standards, including various techniques and life skills. Achievement and professional sustainability of alumni in a dynamic industry environment in this digital age is also a significant measure of attainment of POs, PSOs and COs.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 93.8

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

Response: 1090

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

Response: 1162

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.93

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

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### 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:**

Guru Kashi University aims at setting and achieving the objectives pertaining to research activities which mainly include various initiatives, innovations and research productivity in form of quality research publications and patents in different fields of specializations. Since the University is located in the rural areas of south west Punjab and adjoins to states of Haryana and Rajasthan in south, therefore research policy has been drafted focusing mainly to solve the problems of rural masses. The research policy of this university look forward to exploring new ideas, invention in science and technology and ensure to undertake quality research within the legal framework. The guidelines and provisions of the Research policy has been framed taking care of application and scope, aims of research policy, research strategy and its objectives which have been discussed in detail in Research Policy document and has easy access on the University Website.

The research policy has been prepared to describe Academic Research Policy which further supported by Institutional/ Intramural Research, Extramural Grants to get research support from various research funding agencies.

Since Guru Kashi University lays focus on strategic, multidisciplinary research. It has extensive network of researchers, staff and students working across disciplines to extend the boundaries of knowledge, there is great scope to develop centre for advance learning and Consultancy Projects. Accordingly Guru Kashi University has laid down the emphasis to develop research projects on Consultancy, non consultancy and private consultancy mode to encourage the faculty to develop their research infrastructure in all respects. The consultancy guidelines have been well defined to share the monetary benefits accrued from research findings among the faculty and other staff engaged in research projects. Also the effective mechanism has been in force to resolve the conflict of interest if any. The research policy also addresses the issues of IPR and publications, patents and other research products to avoid any legal ambiguities. In research policy special emphasis has been given to focus on entrepreneurship development. To resolve any legal complication the Jurisdiction and Statutory Compliance of the research policy has been well defined.

Guru Kashi University promotes entrepreneurship among youth through awareness, training and capacity building activities. It is collaborating with various companies/ agencies/ industry engaged in entrepreneurship activities in different areas. The University gives focus on developing youth as job creators rather than job seekers. It is connecting itself with the Government programmes concerning entrepreneurship development and startups. It focuses on capacity building by organizing skill development events like start up showcase, Technical guest lectures, Industry interactions and panel discussions.

The University faculty members conduct workshops and sessions with students regularly under Entrepreneurship Awareness Camps to generate ideas of Entrepreneurship and incubation systems. It is organizing events with focus on entrepreneurship activities such as Students Participation in entrepreneurship skill competitions, Entrepreneurship awareness Drives, Promoting Entrepreneurship in

youth through awareness, training and capacity building by collaborating with national and state level statutory bodies.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>

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

**Response:** 24.76

**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
93.817	29.237	0.3192	0.35278	0.06157

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>

**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:** 3.14

**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
10	5	12	10	9

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>

### 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:** 150

#### 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
16	7	48	36	43

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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 the list of facilities provided by the university and their year of establishment	<a href="#">View Document</a>

### 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: 50**

**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: 5

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>

### **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: 43.34**

**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
43.34	0	0	0	0

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

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

**Response: 38.5**

**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
0	0	33.00	5.5	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government	<a href="#">View Document</a>

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

Response: 0.11

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

Response: 15

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

Response: 702

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:

GKU has focused on cultivating an innovative culture and supporting socially relevant research to create new knowledge and it also helps in transfer of knowledge. The following activities are conducted:

#### Incubation facilities to develop Entrepreneurship Skills

- Major research oriented and training-based programmes are running in well-established and research labs of College of Agriculture like Training-based courses i.e. Sericulture (Rearing of silk worms) and Apiculture (Rearing of bee keeping) are running successfully, which are beneficial for students & prospective farmers. These allied courses operational in Entomology laboratory are imparting knowledge to the community about the benefits and motivating them to start self-help groups for enhancement of their livelihood.
- Mushroom cultivation is a practical course running in the department, as per the mission of the University. It channelizes the energy of youth towards community development and entrepreneurship and supports in transfer of knowledge.
- The Department of Fashion Technology and Fine Arts are involved in nurturing creativity among the students through pattern making, block painting and screen painting, which serves the purpose of creative dress designing.
- The University has set up a Food Incubation Centre which is well-equipped incubation facility housed in the Institute of Hotel Management.

### **Innovation and Technology Transfer**

- Tissue culture of strawberry is in progress in Biotechnology Lab, the plant stock cultivated in the lab was thus transplanted into the GKU research farm in collaboration with Horticulture Department for study of further growth parameters, The useful field-worthy information is shared with the farmer community through field camps and personal visits to growers' farms.
- The development of bio decomposers to disintegrate of paddy straw for its better management as manure, is in advanced stages in Plant Pathology Lab. The techniques and the end product thus developed through these practices are applied and evaluated successfully in the farmer's fields and shared among the community through farmer awareness programs.
- The Technology in Culinary Science of Hotel Management, Fashion Technology and Fine Arts have been transferred to respective stakeholders by giving them demand – driven training and exposure.

### **IPR and Commercialization Cell**

A Functional IPR and Commercialization Cell is existing at GKU. Major activities of this Cell are to create awareness and facilitate IPR, patenting and commercialization of technology. Many patents have already been granted to the University in various fields and many are at the stage of submission. The university focuses on innovative approaches which resulted in publication of 15 patents, 5 design patents while several are in pipeline. The University as an institution and its faculty & students have been recognised in terms awards and appreciations from quarters in different domains of research and innovation.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 127

**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
36	22	27	19	23

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 213

**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
115	46	42	8	2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of award letters	<a href="#">View Document</a>

**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:** A. All 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	<a href="#">View Document</a>

**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:** A.. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of the letters of awards	<a href="#">View Document</a>

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

**Response:** 22

**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
20	0	1	1	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 4.26

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

**Response:** 196

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

Response: 46

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 9.02**

#### **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
1682	395	306	152	107

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **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: 5.23**

#### **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
491	163	406	307	166

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **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:** C. Any 3 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Give links or upload document of e-content developed	<a href="#">View Document</a>

### 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:** 8.65

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>

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

**Response:** 14.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

## 3.5 Consultancy

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

**Response:**

The Guru Kashi University aims to be the torch bearer of novel ideas and innovators with goal to create futuristic Research leaders. The important parts of the research, innovation and development are to have extension of the research with the industries in the areas of expertise of its faculties, students and research scholars.

Guru Kashi University has set up Consultancy Cell (CC) for Research and Development to facilitate research, innovation and development of consultancy. The University has signed closed to 100+ MoU's with Academic and Industrial organizations. Apart from that, the University has more than 200+ recruiters who work closely with the university from the early career of the students as well as research scholars. For industry collaboration, Guru Kashi University could prove its potential amongst various industries for problem solving as well as providing training and have fetched good consultancy assignments. Guru Kashi University is also extending, resources, high end equipment, central instrumentation cell, Incubation centre and poly-house services for students, research scholars and faculty to work on finding solutions. It also ensures to identify industrial problems in number of ways, like corporate training, internships, visit to industries and taking as case study, extending expertise of faculty and R&D facilities to the outside agencies for providing solutions. The revenue income generated out of consultancy is distributed among the concerned faculty and the supporting staff along with the share of the Guru Kashi University as approved by the BOM.

**Some of the initiatives have been taken to encourage the consultancy are:**

1. To provide faculties incentives
2. To share revenue
3. To provide employability
4. To provide research and industrial exposure

Guru Kashi University has been approached the nearby industries, research centre, government and non-government research labs through Deans, Professor, Associate Professor for Consultancy for identifying problems.

Consultancy services are available in expertise areas to provide to public sector, industries, Government sector and other national as well as international organization. The constancy services are offered as per the ethical policies.

**Consultancy is broadly classified in the following major areas:**

- Professional guidance for consultancy: The Guru Kashi University faculty can be an expert for guidance and development of projects for external agencies.
- Development and validation of consultancy projects: It involves the use of available university infrastructure and labs equipment for solving the problems related to development, testing and validation.
- Provide consultancy: It includes the utilization of university resources for conducting trainings, central and state exams etc.

Revenue Sharing from Consultancies: The revenue generated from a consultancy project is shared by the Member and the University, after deducting the overheads and all other expenses met by the university.

File Description	Document
Upload soft copy of the Consultancy Policy	<a href="#">View Document</a>
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	<a href="#">View Document</a>

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

**Response:** 103.7

#### 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
88.6001	15.1001	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>

## 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:**

Guru Kashi University carries out a wide range of extension activities in the neighborhood that are of fundamental importance to the society for its comprehensive development. It focuses on holistic development of students by encouraging social responsibilities among them. These activities are also oriented toward creating awareness about technological developments and propagating national campaigns.

Impact of students' focus on extension activities

Agriculture is a flagship academic programme of the University that has an inbuilt extension component in the form of various extension education activities and more importantly Rural Agricultural Work Experience (RAW), which is in practice the inception of university.

After conducting an assessment survey, specific need-based interventions are given. An awareness is

generated regarding general farming issues such as water-saving, discouraging stubble burning, management of whitefly in cotton, plantation drives, livelihood through auxiliary occupations, celebrating important days – World Soil Day, World Yoga Day, Field Days of different crops, etc., encouraging villages and their families to visit Kisan Melas, using soil test-based fertilizer application, etc. Camps are organized for animal health in local Gaushala.

The extension activities have led to a remarkable impact in terms of judicious use of natural resources, checking the insect/pest attacks, etc., thereby improving the cost-benefit ratio. Some of these activities, such as water conservation practices have been helpful in making agriculture successful. The Efforts of University and faculty have been recognized through awards in different domains for extension activities and contribution to community.

#### Sensitizing students toward socially relevant issues and concerns

The University conducts extension programmes and miscellaneous activities as a part of its co-curricular activities through NSS and NCC wings. Developmental and benevolent activities on various social and livelihood issues as well as campaigns and policies of government are being undertaken in the 05 adopted villages. The University has also got a grant by Govt. of India under Unnant Bharat Abhiyan for such activities.

The major activities undertaken includes: Education Awareness, Save Girl Child, Environment Issue, Mission Fateh COVID-19, Anti Drug Rallies, Swachh Bharat Abhiyan, HIV/AIDS Awareness, Cancer Awareness, Blood donation Camps, Medical Camps, International Women’s Day, etc.

Being a part of the Cancer Belt of Punjab, it has undertaken Cancer Awareness drives in collaboration with the Red Ribben Club. During the lockdown due to the COVID-19, the University personnel distributed nearly 6000 masks along with sanitizers. By establishing ‘Sarbat Da Bhala’ Society, these efforts got an impetus. The Village panchayats recognized the efforts of GKU functionaries by awarding them appreciation letters.

#### Holistic development of the area:

GKU endeavors holistic development in the area by taking several initiatives such as enhancing the income of villagers through connecting them with subsidiary occupations such as beekeeping, nursery / seed production, rearing of silk worm, providing technical know-how in bakery, stitching for sustainable livelihood. Efforts are being made to motivate people to follow righteous living, saying no to drugs & intoxicants, etc. The Youth are motivated to contribute toward holistic development of society. The efforts of the University have generated a desirable impact in this regard.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### **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: 92**

**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
30	20	27	13	2

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

**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: 148**

**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
32	28	47	23	18

<b>File Description</b>	<b>Document</b>
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response: 50.98**

**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
2649	1969	3706	1485	1672

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.7 Collaboration

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

Response: 116.6

##### 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
252	134	83	68	46

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

#### 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: 339

##### 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
156	73	46	38	26

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the MoUs with institution/ industry	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

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### 4.1 Physical Facilities

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

**Response:**

Guru Kashi University Talwandi Sabo, a globally compatible university providing unparalleled educational opportunities for transforming learners, especially from marginalized sections of society to scholarly talented youth with a blend of entrepreneurship, innovation, and ethics. The university is duly approved by statutory bodies like UGC, ICAR, PCI, BCI, NCTE etc.

The whole campus area has been divided into different zones- academic, academic- support and residential blocks. The academic zones contain academic and research laboratories, central computing facilities, mechanical workshops, learning resource centers etc. Academic support facilities include auditorium, canteens, sports grounds and green area. There are two international hostels to accommodate international students, one hostel for girls, three hostels for boys, VC house and faculty quarters at campus.

**Classrooms:**

The university has sufficient numbers of well-furnished, spacious, and well-ventilated classrooms for conducting theory classes for the students. The classrooms are well equipped with a multimedia projector. There are 12 academic blocks consisting of 185 classrooms, 04 seminar halls, and 03 conference halls.

**E-learning Facilities:**

- LCD Projectors
- Smart LEDs
- Video conferencing
- Smart Classrooms with Interactive Board
- Community Radio Service Station

**Laboratories:**

At Guru Kashi University, we have 70 laboratories available for experimentation and research facilities for students on the campus that also includes state of art labs like Poly-house/Green House, Agriculture Labs, Media Lab, Pharmaceutical Labs, Engineering labs, Workshop block, Education Technology lab, Medical Lab Technology and Center for Legal Aid. In order to provide practical training to the students of law, a Moot Court with capacity of 100 students has also been made available.

**Computing Equipment:**

Total 828 Systems are available for students and faculty members with 1.0 Gbps dedicated leased line through internal fiber loop with Wi-Fi access points, 3 dedicated servers along with application & system

software. The computer labs are connected with separate online UPS supply and fiber switches are also connected with centralized online UPS.

The Campus has two Power Generators with capacity of 380 KWA, 125 KWA. Further a 400 KW from on-grid Solar Panels for uninterrupted power supply is also available.

**Library:**

The learning Resources at GKU include a Central Library having a collection of 65000+ books, with 20000+ titles on various subjects, 49000+ e-journals, and 100000+ e-Books. In addition, the library also has national and international Journals. Apart from these 13 encyclopedia books for competition preparation and hobby-related books are added attractions in the central library of GKU. The Departments of the University also have their own individual libraries. There are 1000+ Thesis /Dissertations placed in the Library as a university database. The collection of library also includes reference books, backfiles of Newspapers, etc. The University has acquired the institutional membership of the Knimbus, DELNET, e-Shodhsindhu, NDL, Manupatra, Law Herald, SSC and Shodhganga. To promote innovation in research and check plagiarism, the university subscribes to Urkund software.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:**

Apart from imparting world class Education based on sound moral values and ethics, Guru Kashi University strives for the holistic growth of its students. To achieve this goal University authorities provide ample facilities for the overall personality development of the students. Emphasis is also laid on conducting cultural activities. An excellent infrastructure with state-of-art Indoor and Outdoor games are made available to the students for their personality growth, mental and physical fitness. Students are trained to participate & compete in the following Games:

**Outdoor Games:**

- Kabaddi
- Cricket
- Hockey
- Football
- Basketball
- Volleyball
- Kho-Kho
- Netball
- Lawn Tennis

**Indoor Games:**

- Table Tennis
- Badminton
- Chess
- Boxing
- Judo

Different matches/ sports competitions are organized Periodically by the university to enable and train the players to show their interest in various games. These games foster a sense of competition, obedience, discipline and comradeship. The University Students participate in completions organized at University, State, National level games(AIU) and brought laurels to University. Medals won by University Students at National Level in 2016-17 (4 Silver and 1 Bronze), 2017-18 (2 Silver and 2 Bronze), 2018-19 (2 Gold, 3 Silver and 4 Bronze), 2019-2020 (2 Gold, 4 Silver and 4 Bronze)2020-21 (2 Gold and 1 Bronze)

**Yoga:**

Yoga training is imparted to the students to keep them physically, mentally and spiritually fit and fine. It sharpens their intellect and improves their concentration. On International yoga day on 21 June special yoga camps are organized at the university to mark the occasion and to create awareness about the importance of yoga among the students and faculty every year. Students of GKU participate in National and State level yoga competitions. Students are encouraged by their teachers to make yoga their daily routine so that they always remain physically, mentally and spiritually strong and fit.

**Cultural Activities:**

Guru Kashi University has an Auditorium and Open-Air Theatre . Cultural events/ shows are organized in the auditorium and open air theatre on festivals and National days. Youth festival is organized in the university to promote the participation of students in the cultural activities and to nurture their creative talents. Our students participate and compete at the AIU, National and state level cultural events/ Competitions and brings honor to the university. Participation at different cultural events/ competitions provides the much-needed exposure and awareness to the students. Visiting other states for taking part in various cultural events gives an opportunity to meet students hailing from other states of India and exchanging their cultural and social values and ethics thus strengthening the unity of India.

**Gymnasium:**

The university has a state of the art gymnasium hall which caters to all the supporting needs of the students. Qualified trainers are available for the training of the students. Latest equipment/ training machines are available in the gymnasium hall for the benefit of the trainees.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 4.1.3 Availability of general campus facilities and overall ambience

#### Response:

GKU provides education not only to students of the region but also caters to the educational needs and aspirations of students from different states and even from abroad. Students from 23 states & 7 countries are taking education at this University. All-out efforts are made to provide a 'Home Away from Home' facilities to students.

#### General Campus Facilities:

- **Residential Quarters:** Type-1: one quarter Type-3: 20 quarters, Type-4: 16 quarters
- **Banking Facility:** At campus Indian Bank Branch with ATM, HDFC ATM faculty.
- **Food Court:** 7 canteens and one central canteen
- **Housekeeping:** 130 persons deputed for this
- **CCTV Cameras:** CCTV cameras installed at different locations for safety and security on campus.
- **Security:** 28 security guards deployed at different locations to maintain campus discipline.
- **Fire Safety:** 105 fire extinguishers installed in all blocks
- **Medical Center:** Medical Dispensary is run in the University; 24x7 ambulance services available on the campus.
- **RO Plant:** An RO plant (capacity of 3000 LPH) operational.
- **Gen Set Facility:** Two Gen Sets of 380 KWA and 125 KWA installed on the campus for uninterrupted power.
- **Green House/Poly House:** A Poly House of a capacity of 2016 sq.mt for protected cultivation available
- **Solar Panel:** 400 KWA grid system, net metering - Solar Panel installed
- **Sanitary Napkin Vending Machines:** Sanitary Napkin Vending Machines installed in Girl's hostel.
- **Rain Harvesting System:** This is working in the University
- **Biogas Plant:** Biogas plant (eco-friendly) installed at GKU-turns waste into sustainable energy and manure
- **Hostels:** 1 girl and 3 boys Hostels are available.
- **Guest House:** Guest house is available on the campus to accommodate GKU guests
- **Auditorium:** Auditorium (seating of 400) available for cultural activities/functions.
- **Gym:** A state-of-the art Gym available for physical exercises/activities.
- **Maintenance Office:** A maintenance Office to undertake repair/maintenance work of buildings, fixtures, roads, paths, electrical work, etc.,
- **Shopping Complex:** A Shopping Complex to cater to the needs of students and staff is available on campus

#### Student Facilities:

- **Reprography Centre:** A Reprography Centre established in the shopping complex for students.
- **Smart Laundry Shop:** A Smart Laundry Shop is functional
- **Phone Charging:** This facility is available for students and staff in the Shopping Complex and Hostels.
- **Incubation Centre:** To examine new technologies to radically change the research and academic

objective of the University.

- **Counseling Centre:** A Counseling Centre is existing to counsel students having issues/problems related to their studies/career.
- **Students Interaction Centre:** An SIC has been established to facilitate the students.
- **Placement Cell:** Placement Cell services are made available to help students in getting placed after completion of their degrees.
- **Common Rooms:** Separate common rooms for boys and girls are available.

### Overall Ambiance

With the availability and functioning of diverse facilities for use by faculty, students and residents, the University has a well-articulated ambiance. Different stakeholders are using the facilities purposefully in their day to day professional and personal life. The facilities of CCTV cameras and security personal ensure security of campus. The solar energy, rain harvesting, biogas plant, shopping complex, laundry, auditorium, etc. are making the campus life vibrant, convenient and relaxing.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

Response: 26.92

##### 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
742.9	774.17	910.4	687.37	635.94

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

Response:

At GKU, Library services are fully automated in faced manner through Smart Solution Library Management Software with Barcode and RFID Technology. OPAC services are being provided to staff and students through university ERP system to check the availability of various resources/books in the library. This service is also available through GKU Mobile App and through Student and Staff Login ID, which also enables the users to check all information related to his/her library account.

Nature of Automation: Full

Version: 9.0 Smart Solution Library Management Software

Start Year of Automation: 2015

The Central Library of university is a hub for students, staff, researchers and serves as a major learning and resource centre. It is a creative and innovative partner in supporting the teaching, learning, scholarship and research activities of the university. With the fast-growing collection, both in digital and print forms using the state-of-the-art facilities, the Central Library is contributing to our mission of becoming a world class university.

### **Collection of Books and Periodicals**

The Central Library along with Agriculture Library and Law Library has a spacious area that exudes peaceful learning environment with a sitting capacity of 200 readers. The Central Library is a collection of more than 65000 books with more than 20000 titles in different subjects like Engineering, Law, Agriculture, Education, Commerce & Management, Physical Education, Fashion Technology, Basic Sciences & Humanities, Hotel Management, Computer Applications, Pharmacy & Paramedical Sciences with 35 National and 04 International Journals, more than 47000 e-journals and more than 100000 e-books. The University database comprise of more than 1000 theses/dissertations, more than 100 print journals and magazines. In addition to books, there are more than 1000 CDs/DVDs, repositories of faculty publications, the package of e-ShodhSindhu through INFLIBNET.

### **Features of Digitalization:**

- Maintain a record of all categories of resource books, journals, magazines, etc.; including new accessions.
- Subject-wise classification of books
- Complete record of each book – book name, author name, publisher's name, year of publication, accession number, cost of the book, its date of purchase, and bill number.
- Efficient check-in/check-out system
- Facilitates book search
- Report captures on the total number of books issued, number of books returned, book summary, etc.
- Facilitates tracking of books issued for each student
- Ensures easy access to the status of a book
- Online demand option and access to the status of a book

### **Institutional Membership towards Learning Resources:**

- National Digital Library

- Chapter of SWAYAM/NPTEL
- DELNET
- E-ShodhSindhu
- ShodhGanga
- Manu patra
- Law Herald
- SSC databases
- Academy of Social-Sciences
- Current Science Association

**Other Facilities:**

- Reprographic facility
- URKUND as a Plagiarism Checking Software
- E-browsing Section having 20 Multi-media PCs with high-speed Internet connectivity for accessing various e-resources
- E-newspapers

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**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:** 85.48

**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
50.45	96.16	129.69	102.01	49.09

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

**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:** 20.26

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

Response: 916

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	<a href="#">View Document</a>

### 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: 189

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

The GKU IT Policy provides a framework for use of IT infrastructure with an objective to provide the latest IT facilities to users, GKU makes sufficient provisions in its budget to make required IT infrastructure available. The University IT Policy delineates the central policies that govern the responsible use of the University's IT resources for the users. The latest versions of the computers, scanners, laptops,

Wi-Fi-enabled campus with high-speed internet, and regular up-gradation of the IT infrastructure are the salient features of IT Cell of GKU. Bandwidth and switching capacity have been enhanced in need-based manner. The campus has 4 kms of circumferential, underground OFC, to connect the different departments, Labs, Hostels, and Computer Centre with the systems. The university is providing IT inputs to various stakeholders which are by and large in tune with the Govt. Policies of IT and E-Waste.

### **Systems with configurations**

- Desktop (Intel i5, Intel i3, processor with 4-8 GB RAM and 1TB Hard disk)
- Dual Core and core 2duo, P4 processor with 2-4 GB RAM and 250GB to 500GB HDD)
- Total number of systems- 828

### **Computing facilities:**

- High speed Internet in all Computer Labs
- Wi-Fi Campus including Hostels
- Printer / Scanner
- LCD Projector
- LAN/ Wi-Fi in all Classrooms
- Lecture Capturing system
- Media Centre, Editing Software etc.
- Audio Visual Classrooms
- Smart LED TVs
- Interactive Boards
- Webcams

### **LAN Facility and Softwares**

- One Network around the campus and access internet/intranet resources under uniform network policy
- GKU has Wi-Fi facility for students, researchers and faculty members to avail internet connection in the campus, hostel & staff quarters. The connectivity is available through a fully networked campus with state-of-the-art IT infrastructure, computing & communication resources, the facilities of email, netsurfing, Up/down loading of web based applications, besides helping the students in preparing projects & seminars.
- Internet bandwidth – 1Gbps
- Software (academic, examination, server software with anti-virus)
- Firewall details: Unified Threat Management (UTM) with latest version

### **Other facilities:**

- Wi-Fi Facility ( Dlink, CISCO, Netgear) with 100% secure Wi-Fi Coverage
- CCTV Surveillance enabled campus Up-gradation
- Up-gradation of Projectors with individual system for classrooms and Seminar rooms
- Firewall Procurement ( Nebero)
- Upgraded Biometric with Access Control System
- Academic Lab Up-gradation as per Software requirement every year
- Access points ( Dlink, Netgear ) Installation with secure Wi-Fi coverage Using MAC

authentication

- End-User UPS changed and upgraded across the campus
- User end Desktop changed (Lenovo/HCL/ACER)
- Cloud Storage EX-4100 WD 32TB.

### **ERP integration:**

An in-house ERP system is being used at the campus for e-governance for bringing in more administrative and financial transparency, online admission, timetable, examination, results, administration, and allied work is done at GKU using ERP services.

The above said computing facilities are helpful to the university for academics, examination, library:

#### **1. Academics**

The academic module of ERP system facilitate e-governance (Employee information, College information, Registration, Attendance, etc).

#### **2. Examination**

The examination module of ERP system facilitate total automation from registration to publication of results including grade card and integration with NAD cell.

#### **3. Library**

Fully automated ILMS with digitalization facility, RFID, OPAC, e-access with all memberships for e-resources.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 7:1

<b>File Description</b>	<b>Document</b>
Student – computer ratio	<a href="#">View Document</a>

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

**Response:** A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Links of photographs	<a href="#">View Document</a>

#### 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:** 57.94

##### 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
1575.95	2000.08	1737.21	1566.6	1242.7

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

##### 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:**

For optimum utilization of its physical, academic support facilities like sports grounds, classrooms, laboratories, seminar halls & library, etc. Guru Kashi University has developed a system of maintaining, servicing & monitoring its departments. Maintenance work is entrusted to the Chief Administrative Officer / Estate Officer & his team. The university has a competent team of officials for the maintenance of its computer network, civil & electrical systems. To provide proper power supply a provision of gen-sets has been made & all these installations are physically & technically looked after by a sound team of trained technicians under the overall supervision of Chief Administrative Officer. The Green Cover of the campus is well maintained by a full-time team of gardeners.

**1. Laboratory:**

All repairs, maintenance and up-gradation of the labs is the responsibility of lab in-charge and technical experts. Laboratory maintenance and repair is awarded through annual maintenance contract observing all the formalities as per rules.

**2. Library:**

Library is located of academic block and fully air conditioned. Library is partially computerized with UPS back up. Dedicated maintenance team periodically maintain the air-condition and electrical infrastructure as per scheduled PPM (periodic preventive maintenance). Fire extinguisher is kept in library for any fire emergencies.

**3. Sports Complex:**

Sports facilities are maintained and upgraded from time to time. Major maintenance and repairs are reported to the administration for taking remedial measures through Physical Department.

**4. Computers:**

Every computer laboratory has an in-charge and it is monitored & maintained by the IT cell of the University which is responsible for the proper utilization & maintenance of Internet, Wi-Fi & LAN services to provide uninterrupted IT services to the users. The information technology department of the university is responsible for the smooth running of ERP systems, biometric services, troubleshooting of hardware, university website including internet connectivity & network equipment. This department is also responsible for the up-gradations & maintenance of the automation packages.

**5. Classrooms:**

All classrooms are equipped with Projector/LEDs, Wi-Fi. Seminar hall are equipped with additional audio-visual setup. Class rooms/seminar halls are well maintained by dedicated IT/Maintenance/housing keeping team.

**6. Building Maintenance:**

The building, especially the classrooms are cleaned & maintained by the staff under the control of the

Chief Administrative Officer. Every care is taken to provide the best facilities to the users with the help of staff who is responsible for the daily cleanliness of classrooms & washrooms. On receiving of a complaint, the CAO deutes the concerned staff to rectify the fault at the earliest.

### **7. Power Supply:**

For proper aid uninterrupted power supply at the campus, the university has a trained staff who regularly monitor the functioning & maintenance of Electrical equipment, Solar panel, & generator sets. The staff reports to the chief administrative officer who assists the process of acquiring/functioning electrical equipment. For any kind of complaint related to housekeeping, plumbing, & electricity supply a separate complaint lodging branch is functional under the control of a Junior Engineer. A proper schedule has been fixed for the maintenance/ upkeep of water supply sets & sewage treatment plants etc.

### **8. Electricity & Physical facilities:**

Electricity and physical facilities related maintenance is to be carried out regularly as per schedule/ requirement. The University have various equipment to run the infrastructure like, Diesel Generators, Electrical Transformers, Data centre, UPS, fire extinguisher, CCTV, Audio system, Digital Camera and Inverters, Sewage treatment Plant, Kitchen equipment, RO system, centralized air-conditioned system at various locations etc. Optimum working condition of all asset/ equipment on the campus is ensured through annual maintenance contracts (AMC)/Maintenance Team under the control of Chief Administrative Office authorized service provider. Maintenance department has well defined PPM schedule of all machineries /equipment/panels etc. Regular cleaning of water tanks, proper garbage disposal, pest control are done by dedicated team. For providing uninterrupted services, all critical equipment are connected in Parallel with UPS. The power supply of the academic and research building is also having dual power source. The DG set and power transformer is having redundancy. Cleaning and washing of Solar Panels are under the control of dedicated Junior Engineer.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

## 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:** 99.74

**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
4179	4187	4632	5028	4718

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

**Response:** 100

**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
4179	4196	4634	5030	4765

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any 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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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
Upload any additional information	<a href="#">View Document</a>

## 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: 98

**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
94	28	28	11	2

**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
97	29	29	11	2

<b>File Description</b>	<b>Document</b>
Upload supporting data for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 50.3

#### 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
614	788	817	793	624

<b>File Description</b>	<b>Document</b>
Self attested list of students placed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 30.55

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

Response: 355

<b>File Description</b>	<b>Document</b>
Upload supporting data for student/alumni	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:** 42

#### 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
9	11	10	7	5

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

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

#### **Response:**

Guru Kashi University values all round development of the students and has every academic and non-academic activities are geared towards student's welfare. To train students in leadership roles GKU ensures student participation, both formally and informally, in its governance and decision making bodies. The state of Punjab does not allow formal elections of student's body, but the University has developed a system for encouraging and ensuring student presence through student representatives. With the objective of channelizing their energies, harnessing their creativity, developing leadership skills and above all nurturing responsible global citizens, the University has provided for representation of students as follows:

#### **1. Class Representative (CR) System:**

There is a system in place wherein one class representative boy or girl is selected and appointed from each class as CR. The CRs meet the class coordinator (faculty) or Dean of college to resolve any emergent issues. The CRs help the departmental faculty and class coordinators by ensuring day to day flow of information to all the classmates. Each Class Coordinator has created a WhatsApp group for their class, the CRs check if there is a regular flow of information. The onus of double checking the flow of information is on the CRs. The CRs also ensure discipline of the audience (Classmates) during various functions/events organized by the University. The representatives of the hostels help the hostel wardens to carry out the instructions regarding rules and regulations of the hostel and to supervise as well as monitor hostel evening roll call meeting.

#### **2. Members of Academic and Administration Committees:**

Students are also part of various Academic and Administrative Committees of University

- Feedback System
- Board of Studies
- IQAC Committee
- Training & Placement Committee
- Anti-ragging Committee

- Student Grievance Redressal Committee
- Internal Complaint Committee for Sexual Harassment
- Alumni Association

### 3. Student Participation in University Events and Sports:

The University believes in participatory leadership and its practice and to accomplish that GKU, Students representations at university level functions/events/sports like Youth Festival, Annual Sports Meet, Kisan Mela's, Entrepreneurship Events, Fresher Parties, Farewell Parties, Talent Hunts, Social initiatives, Educational tours, Cultural functions, Book Fairs, etc.

### 4. Students Representation in other activities:

The University recognizes the importance of involving all stakeholders to ensure good governance; hence the biggest stakeholders, the students, have been given active representation in major university activities. Students are encouraged to organize different activities like debates, dramas, state wise cultural programs, dance competitions and this year we organized with the help of the students a virtual Youth Festival wherein the students sent their video representations of Poetry, cooking competitions, singing etc. Students organized tree planting for we also have alumni meetings that are a way to show and connect with past students which helps in social networking.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 37.8

#### 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
23	45	50	27	44

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

Alumni play a very important role in universities, and their support lends strength to the existing University systems. Alumni are the brand ambassadors who not only represent the University in their own capacity and standing, but can be a great source of motivation through to the present student population. GKU strongly advocates investing in the intellectual, social and cultural capital both in terms of its alumnus and the present students.

The deputy director CRC with its dedicated staff coordinates the activities of GKU registered Alumni Society under the Societies Registration Act (XXI of 1860).

**Alumni Engagement:**

- As volunteer to guide the juniors
- As buddy for university development
- As guide for existing students
- Shares experiences and job opportunities
- To support university by giving feedback

**Financial Contribution:**

- Contribution of more than 26 lakhs
- Financial support to deserving students
- Contribution towards alumni events

**Non-financial Contribution:**

- Donated more than 3000 books to the University's library
- Delivered 50+ lectures on experiences and internships
- Donated refrigerators, microwave-ovens, book racks, momentous, printers, almirahs to its parent departments
- Participation in IQAC, BoS
- Help to Training and Placement cell of university
- Support in organizing alumni events

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** A. ? 100 Lakhs

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 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:**

Guru Kashi University, Talwandi Sabo was established in 2011 by an act of Legislature of the State of Punjab (Punjab Act No 37 of 2011) with Vision and Mission to be centre of excellence in education for the aspirants, who wish to become competent professionals, innovators and entrepreneurs. The university boasts of its best pedagogy practices to impart quality education to the students in local rural area, national and International Level. It supports its students and staff in their research work and also serves the society by creating awareness among the local community to curb social evils. Industrial collaborations done by the university and industry visits by the students provide a leverage to the students as they are exposed to the latest know how of the industry. It motivates its students in becoming high end professionals by imparting education with outcome based industry oriented curriculum designed to include skills required by the industry, bestowing employable skill based training to students in addition to developing their soft skills viz. communications skills and personality development, undertake best research and extension programmes for development of society. University has in place an ultra modern infrastructure, state-of-the-art Laboratories and central library stuffed with books authored by eminent and reputed writers along with a range of national and International Journals, to provide its students and staff an ambience to innovate and excel in their areas of expertise. Students of Guru Kashi University have created a niche for themselves in the industry, academics and sports. University always strives for the all-round development of its students by disseminating quality education embedded with ethical and moral values. University is committed to excellence in education by adopting a strategy of continuous improvement in its curriculum, teaching practices and related infrastructure for Socio-economic advancement, promote and develop Punjabi Language, literature and culture in the region.

The administrative governance of the university is in accordance with the Act of the University, which includes the Chairman of University as Chancellor, the Vice Chancellor, as Principal Executive and Academic officer of the University, the Registrar as Member-Secretary of the Governing Body, the Board of Management and the Academic Council, the Chief Finance and accounts Officer and other such officers declared by the statutes to be officers of the University. The Governing Body, the Board of Management, the Academic Council and authorities as declared by the statutes to be authorities of the University are the Authorities of the University which hold meetings at periodic intervals regarding the administrative and academic issues, respectively. The University leadership is effectively catering to the development of all areas of activities as per its vision. The policies and plans are actively deployed, monitored and evaluated to achieve the envisioned goals. GKU ensures participation of all stake holders through their Committees to foster academic and administrative excellence. The governance of the university reflects effective Administrative and Academic leadership.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

To achieve Vision and Mission, Guru Kashi University practices decentralization and participative management to groom leadership at all levels. The University has a well framed organizational structure of the University wherein leadership roles are assigned on the basis of their competency, experience and as per the Service rules of the University. The primary focus is to lead from the front and follow a bottom up approach towards the achievement of academic and administrative planning wherein all the stakeholders are engaged in the process of decision making and implementation. The University empowers its stakeholders to put in their best efforts for the growth and success of the University.

The University has a well defined hierarchy of its officers from Chancellor to staff members including Pro Chancellor, Vice Chancellor, Pro-Vice Chancellor/s, Registrar, Dean Academic Affairs, Dean Research, Director IT, Director Planning and Development, Director Finance, Controller of Examination, Dean Student Welfare, Director Sports, Chief Admin Officer and Public Relationship Officer (PRO). Dean Academic Affairs works in coordination with Deans of respective colleges/Schools who work in tandem with Teaching and Technical Staff Members for routine functioning of the University. Director Planning & Development manages the Deputy Director Corporate Resource Cell along with Training and Placement Officer to facilitate Students progression to employment or higher Studies, which is indeed helpful for vertical movement of students in their career. Other functionaries along with Non Teaching Staff members and Parent's also play a crucial role in overall development of the University to achieve its Goals.

To incorporate industrial, national and global perspectives based on domain specific developments and emerging challenges the new subjects and do amendments or revisions in the curriculum, the Board of Studies chaired by Dean of Department invites inputs from stakeholders, Industry and Academic experts to increase the employability of students. These inputs are reviewed by BoS and Academic Council chaired by the Vice-Chancellor. The inputs when resolved by Academic Council are then incorporated to streamline the curriculum.

To encourage the Professional development of the students and staff members in addition to their administrative skills by means of administrative training programmes, various professional development trainings, Conferences, workshops, Faculty Development Programmes, Orientation/ Induction Programmes, Refresher Course and Short term Training Programmes are conducted in which Students and staff members are nominated/ appointed to the various committees chaired by Deans, to enable their participation in the academic and administrative activities of the University. This increases the decision making and decision implementing prowess of the students and the staff members and reflects the decentralized and participative approach of the University in the upgrading and periodic review of the curriculum and it's restructuring.

GKU strongly follows the ethical values and believes in nurturing and boosting its staff & students to

enhance their skill sets as per the emerging needs of corporate world and academia through engagement and participation of all its stakeholders in the decision making processes to build an organizational culture conducive to fulfilling its Vision and Mission.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed.

#### Response:

The GKU prepares a strategic plan after taking into consideration the vision and mission of the University. Though there is a perspective plan of five years with action plans are also prepared for better coordination and execution. The plans are prepared, implemented and monitored at Department level, University level and IQAC level.

Strategic Planning facilitates setting up of long term and short-term goals which provide a framework for the shaping and guiding the growth and success of any venture.

#### Strategic Plan 2016-20: Global compatibility for diverse society leading to global citizenship.

Sr. No.	Goals	Action taken
1	Provide State of the Art infrastructure for sports facilities to students and staff	University has provided State of the Art sports facilities to enhance participation in sports.
2	Provide Smart Classroom based Teaching to make Teaching learning based Practice the best in the Region	University installed Projectors/LED's to give Smart Classroom in addition to traditional black board based Teaching.
3	Establish Centre of Excellence/Centre for advance studies to improve Teaching Learning Practice	CoE/ Centre for advance studies have been established by agencies under their CSR activities to support Teaching and Innovation.
4	Establish Centre for Career Development and Entrepreneurship (CCDE)	In order to achieve its vision of making CCDE prepares student for throat cutting their personality, soft skills and placements.
5.	Collaboration with industry for research and academic development	University has worked vigorously towards industry collaboration and has signed MoU's with various agencies to encourage research and innovation.
6.	Supporting and strengthening research initiatives	University has established Museum, Instrumentation Centre, Business Lab, M Gallery to foster a culture of research and innovation and ambience for research.
7	Increase Patents	The IPR cell of the University encourages research and patents and 15 patents as on date on published.
8	Revenue generation and sustainability of university	University staff has guided 10 projects and provides an environment conducive for research and innovation.

9	Green Campus Initiatives	University has taken various steps towards planting trees and plants.	
10	Implementing Alternative Sources of Energy and Energy Conservation measures	Solar Power Plant and Biogas Plant have been implemented, making the campus environment pollution free.	
11	Foster equality, inclusion and diversity	University educates students and creates extension and outreach programs.	
12	Accreditation from accrediting bodies	University always complies with the mandate and thus has got twin accreditations, from Council for Agricultural Education.	
13	Commence NCC program in university	University students were selected as NCC Battalion Bathinda.	Cade
14	Execute Blended Learning Program	University executed blended learning program to improve learning.	

As strategic planning is a cyclic process and adapted to ethnicity and maneuver of the University, so the thrust, in **Strategic Plan 2021 to 2025: Transforming Youth into skilled entrepreneur & innovators**, is to accomplish goals which are crucial for university to thrive.

File Description	Document
Any additional information	<a href="#">View Document</a>

### **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:**

GKU has a well-defined organizational and administrative set up, structured in a manner to effectively support clear and consistent decision making. The Acts and the Statutes of GKU provide the basis for policy formulation and give directions for efficient functioning. The governance is reflective of an effective leadership. The policy framework and directions for functioning of University rely on Acts & Statutes of University to achieve Vision & Mission. Supported by various committees constituted as per the guidelines of University Act, which have government nominees, transparent, effective and efficient decision making is ensured. These bodies meet periodically for appraisal and review of policy execution.

The organogram of the University reflects the strong administrative set up along with their hierarchy of the authorities from Honorable Chancellor of the University to its staff members. The institutional bodies are functioning efficiently & effectively for decision making, implementing & monitoring. The GKU hierarchy efficiently sustains institutional capacities & educational delivery through involvement of stakeholders in various committees ensuring participative mode. The Broad framework of the university hierarchy comprises of Board of Governors, Board of Management, and Academic Council as the Apex Bodies of the University. BoG and BoM work in association with Chancellor of the University. Academic Council works in association with the Vice Chancellor the University. BoG formulates the policies that

lend vision to the University and gives futuristic directions to fulfill it, BoM has been entrusted with the responsibility to oversee the proper functioning of the University to ensure good academic and administrative environment in it and monitor related financial matters. The BoM is involved in formulation of strategic plans and policies in consultation with the Governing Body of the University, Academic Council supervises all policies and practices including matters related to research and innovation. BoS of each constituent College of the University is responsible for the development/restructuring of course curriculum of each academic program and introduction of new academic programs.

Registrar has the prime responsibility of managing the Administrative, Academic and Welfare functionaries of the University: Dean Academic Affairs, Dean Research, Director Planning & Development, Director IT, Director Finance and CoE. Director Finance heads the Finance Committee which plans the annual budget of the University and gets conducted internal and external audits to regulate the expenditure incurred under various heads.

For the smooth working of the university, every task is accomplished by referring the policy and following the SoP wherever applicable. GKU has in place various policies defining rules and regulations about service rules, promotion policies, leave rules, grievance Redressal mechanism, welfare schemes, research policy, consultancy Policy, Conduct rules for staff and students, IQAC policy, feedback policy, examination policy and IPR policy to encourage, motivate and boost the morale of the staff enabling them to serve the institution and society in a befitting and efficient manner.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View Document</a>

## 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:**

GKU has an annual performance appraisal system for its faculty and non-teaching employees. Self-Assessment proforma which has been designed on the basis of recommendations of apex bodies is used for appraisal by higher authorities. The appraisal form is submitted by employees and scrutinized at the department level. The Dean/In-charge concerned validates the claims and forwards with his comments to the respected office. Thereafter the Vice-Chancellor is the final authority for deciding the incentive/increment.

The performance appraisal for non-teaching employees is based on knowledge of job role, rules, practices and procedures of the University, punctuality, obedience, working in team member, courtesy behavior and aptitude to accept responsibility.

The major components on which this Performa is based are:

- Enhancement of Academic Qualification, attending or conducting FDP/ orientation or refresher course, Delivering Guest Lecture.
- Perusal of Research, filing of Patents, Research publications, doing Research Projects
- Publishing Books, Chapters, being reviewer of books or Journals.
- Membership of Professional Societies
- Attending or conducting Conferences, Participating as resource person or chairperson in conferences.

The feedback of the students about the performance of the teacher in the class also forms an important component of the appraisal.

Growth in career leads to satisfaction and serves as motivation for its employees. As hard work always gets paid, accordingly University provides ample opportunities to its hardworking and dedicated employees to get promoted based on the defined criteria.

University offers various welfare schemes for its teaching and Non-Teaching Employees as follows:

- **Staff Housing/Hostel Facility:** University always cares for safety and comfort of its employees by providing separate in campus and well furnished staff hostels equipped with air-conditioners, Wi-Fi Facility, Fire-fighting systems, geysers along with necessary facilities of Vehicle parking, 24\*7 power backup, supply of round the clock drinking water, medical facility and Security services.
- **Mobile Facility:** The remuneration for using Mobiles issued to employees is paid by the University.
- **EPF:** University pays its shares in Employees Provident Fund towards the welfare of the employees as per statutory requirements.
- **ESI:** University contributes its share of ESI for providing medical benefits to its employees, as per statutory requirement.
- **Maternity Benefits/ leave:** Maternity leaves are provided as per defined rules of the University. University always wishes and prays for the good health of its employees.

- **Financial assistance/ Seed Money:** To gain an in-depth knowledge and experience, University facilitates its employees with TA/DA to attend FDP/ Workshops/ Seminars or Conferences.
- **Transport Facility:** Vehicles are allotted to the employees to attend the programmes outside the campus. University Buses facility is provided for pick and drop from nearby places.
- **ON-Duty Leaves:** University always encourages its employees to attend programmes like FDP/ Conferences/Seminars or Conferences by providing On-Duty Leaves.
- **Dispensary for Staff & Students:** University has in campus Dispensary for its staff and students, to provide round the clock medical care facility. Free Medical checkup camps are also organized for its employees.
- **ICT Facilities:** Wi-Fi connectivity is available to all employees.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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:** 52.3

#### 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
213	71	221	148	121

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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### 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:** 35.2

#### 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
46	36	35	30	29

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

**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:** 95.08

**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
318	280	279	270	245

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development Programmes during the last five years (Data Template)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

GKU is self-financed educational institution and its fiscal resources are managed and planned by the strategic plan of the university which includes best financial practices, its deployment and purposeful use of resources. Source of fund generation is by mobilizing Internal and External Resources.

## **I. Fund Mobilization**

### **1. Internal resources**

Fees received: Fee collection in university is the prime source of fund generation which includes academic fee, hostel fee, transport fee, etc. Fee collection and the funds are utilized for payment of salaries and clearance of vendor dues in addition to repayment of bank installments. Mode of Fee collection from the student is semester-wise either through offline or online payment facility to make it convenient for students and parents.

Rent received: Source of Fund collection is also in form of rent from the campus shops, canteen cum cafeteria as well as the hostel messes which are rented out to cover maintenance and other costs. The rent thus collected is suitably accounted for in the university account books.

Interest on Fixed Deposit Receipts (FDRs): The University funds are invested into safe financial instruments i.e., the FDRs, to meet any financial exigency and the interest earned adds to the income of the University.

Agriculture gardens / orchids, consultancy and solar power generation are other sources for revenue generation.

### **2. External Resources**

Training and consultancy: Consultancy Projects are undertaken to provide exposure to industry needs and in turn create a pool of resources/ funds for the institution for imparting knowledge and skills to students and scholars. Training for farmers is provided free of cost.

**Funds/ Grants from Government Bodies:** Though a small initiative, GKU also generates funds through grants from Government bodies to develop and maintain infrastructure of the university.

**Outsourcing Infrastructure:** Outsourcing the University infrastructure to conduct examinations based on ICT facilities for entrance tests and other academic activities to external agencies.

**Bank Loans:** The University meets any anticipated funding needs through term loans/ overdraft facilities from Banks.

**Funds/Grants received from individuals:** Contributions by individuals instills a moment of pride and association with its well-wishers for enhancement of the research infrastructure and other skill augmentation schemes.

**Non Govt Grants from individuals:** individuals , alumni other than existing students have also contributed to university for its development.

## **II. Optimal utilization of resources**

GKU authorities and Finance committee do budgetary planning and management for every financial year

(FY) to ensure optimal utilization of fiscal resources along with active contribution of purchase committee. Optimization is achieved in all kinds of overheads. Infrastructural planning of buildings, library books and Journals, laboratory equipment, teaching aids etc. is done rationally in advance. Likewise, campus development of essential facilities and renovation involving roads, provision of electricity, water distribution etc. are also optimized. Additionally, financial resources are rationally spent for requirement and welfare of staff and students, Innovative research activities and strengthening of manpower resources such as skills enhancement, training etc. University also serves the society to uplift youth and contribute in nation building.

Fiscal prudence for expenditure as per budgetary provisions is exercised at every level to ensure that the expenses incurred are as per budgetary allocations. The process is closely monitored by the Accounts Department.

File Description	Document
Any additional information	<a href="#">View Document</a>

**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:** 609.76

**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
116.56256	113.38861	160.34155	107.91922	111.54316

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

**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:** 106.8

**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
46.99706	1	24.5	13.8	20.5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

#### 6.4.4 Institution conducts internal and external financial audits regularly

##### Response:

The Prime Objective of an Educational Institution is to provide Education which forms the foundation of a strong Nation. Education helps in developing the skills, imparting knowledge and values to the students. Audit is very crucial for good governance in any institution.

**Audit Mechanism at GKU:** GKU boasts of an efficient mechanism for both internal and external audit of accounts. The Internal auditors routinely evaluate finance and accounting processes. The internal audit ensures the compliance of accounting standards and procedures. The external auditors scrutinize the financial statements of the university and report the financial positions to the management. The Audit process is managed and controlled by the Finance committee which conducts annual meetings to discuss the agenda and get necessary approvals from the management of the University. Finance committee does scrutiny of the accounts on regular basis along with conduct of internal and external audits.

**Internal Auditors:** M/s Garg Ashok and Associate, Sangat, Distt. Bathinda – a CA firm has been appointed for internal audit. The firm routinely performs the audit task.

**Internal Audit Process:** The Internal Auditors studies the existing accounting mechanism and standard operating procedures with the objective of determining whether they are properly implemented or not. It helps the top management in identifying irregularities and preventing them. It also examines and evaluates the effectiveness of the internal accounts system. It also assists the university management in getting executing better policies and procedures

**Internal Audit Report:** Internal Audit plays an important role in university's governance, internal processes and controls, regulatory compliance, financial reporting and overall assisting the top management to accomplish their responsibilities towards the proper functioning of university. Internal Audit provides insights in management's strategic and transformative initiatives, facilitating compliance to regulatory bodies, participating in management decision making, helping university in reducing the overall cost of compliance.

**External Audit:** M/s Sunil Bansal & Co. Chartered Accountant firm based at Bathinda, has been appointed as external Auditors since 2015, who performs audits at the end of each financial year.

**External Audit Process:** The external auditors examine the audit report of the internal auditors and verify

the discrepancies. External Auditors examine the validity of financial records of the GKU to find out any errors (if any) in the records due to an error or embezzlement, which are then reported to the higher authorities. The external audit includes the verification of the general ledger of the university and makes other essential inquiries from the top management of the university and hence provides the basis for the effective management decisions. The audits also ensure the recording of accounting transactions as per the prevailing laws. After preparing the audited financial statements the same is presented to the financial committee for approval.

The team of internal and external auditors at GKU shows transparency in its financial records and fully compliance to accounting standards

File Description	Document
Any additional information	<a href="#">View Document</a>

## 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:

Constitution of Internal Quality Assurance Cell (IQAC) in 2017 at GKU is a foremost step in achieving long – term quality standards. IQAC strives and contributes in setting up strategic departments, incorporating feedback mechanism from its stakeholders to improve quality and attain academic excellence, conduct administrative/ Energy/ Academic and Green audits to bolster the performance of University. IQAC added a feather in cap of the University by being the first private University to get twin accreditation, from ICAR & Punjab State Council for Agriculture Education.

The goals and functioning of IQAC are focused on institutionalizing the quality assurance strategies and process by adopting evaluation approaches for faculty and students, thrust on research publications along with the development, modernization and implementation of curriculum as per the requirements of the apex bodies for the enrichment of University, rationalization of the University policies, automization of admissions, strengthening the ERP system of the University, upgrading the resources like central library, laboratories, workshops, Moot Court to enhance practical based teaching-learning process and emphasis on soft skills & personality development of the students by imparting special classes and induct parameters of excellence required for the advancement of university

In an effort to improve the versatility of the education from university, IQAC focuses on structures and methodologies of operations and learning outcomes by providing exposure about industry to its students, to inculcate in them a motivation of learning industry oriented training courses which in a way pave a smooth path for their best placements. IQAC puts in its best efforts to achieve the target of getting good number of placements by establishing a Corporate Resource Cell (CRC) to interact and collaborate with industry and coordinate for the placement and training of its students. IQAC plays a crucial role in upgrading the culture of research by collaborating with industries, interacting with other educational institutions of repute for

exchange of information and most important encouraging its staff towards research by providing financial grants in form of seed Money to do research projects and publish research papers.

IQAC does constant reviews through feedback in the form of academic and administrative audits to find out the areas of improvement and become the best educators for providing the world class education and state of the art infrastructure to its staff and students. This provides a positive aura and feeling of belongingness to the University among the staff and student. Impressive pedagogy and learning practices in addition to mechanism on feedback from stakeholders are implemented to improve and overcome any shortcomings and do assessment, which is prerequisite for accessing learner knowledge. Audit mechanism is implemented to improve the admission of the University as well.

IQAC plays a pivotal role in administration, commencement and planning of quality matters, supervision of various activities being vital to boost the excellence of the education imparted in a university.

**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:** A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View Document</a>

**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:**

Continuous improvement leads to better results. The strategic plan of the University empowers the faculty and supports its students in training and placement by engaging industry and alumni, fosters global competency among them, engrosses academic flexibility, introducing multidisciplinary / interdisciplinary courses and outcome based education (OBE) to enrich and modernize curriculum, putting in practice a feedback mechanism to boost learning efficiency, increasing student enrollment, incorporating learner centric teaching learning process by implementing LMS, provision of improving and promoting research by resource mobilization and put in initiatives for innovation in addition to serving the socio-economic needs of the society and implementing environment friendly practices by the University.

Over a span of last few years, IQAC of the University has done various initiatives in accordance with the strategic plan to achieve academic excellence and enhance the administrative standards of the University for Incremental Improvements. The remarkable progress is listed below:

- Getting twin Accreditation from National Agricultural Education Accreditation Board-Indian Council for Agricultural Research (NAEAB-ICAR) for B.Sc. Agriculture (Hons.) Programme and Punjab State Council for Agriculture Education (PSCAE).
- Patents by staff of the University.
- Implementing E-learn as Learning Management System to facilitate students and staff.
- Academic & Administrative Audit.
- University received many Awards for excellence in various domains.
- ERP system for administration, student support, Governance, Finance and Examination
- Implementing 400 MW Solar Power Plant.
- Installing Bio Gas Plant and STP.
- Green Audit and Energy Audit of the Campus.
- Establishment of Corporate Resource Cell & Centre for Career Development and Entrepreneurship.
- Introduction of Mentor Mentee system
- Establishing Centre of Advanced Studies at faculty of Agriculture, Engineering, Computer Applications, Sciences and Law.
- MoU's signed with industry, Academia and State Government Institution.
- Establishing Student Interaction Cell (SIC).
- ISO 21001:2018 Certification.
- Automation of library facilities.
- Establishing Alumni Society.
- Organizing FDP's, Workshops, Seminars, conferences, STTPs, Orientation and Induction Programmes.
- Construction of Playground of National standards.
- Commencement of NCC for students
- Campus to corporate activities for good number of placements and interaction with industry experts.
- Participation in NIRF
- Digitization of Library
- Adoption of Green Campus Policy.
- Establishment of NAD cell.
- Establishment of Incubation center to support & augment technical skills.
- Endeavoring to Foster National Education Policy, Academic Bank of credits,
- Building New Hostel for International students.
- Up-gradation of labs/ Workshops/ establishing Moot Court/ Insect Museum/ Art Gallery/ Central Instrumentation Lab/ Poly House/ state of the art auditorium.
- Classrooms with ICT facility.

## Criterion 7 - Institutional Values and Best Practices

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### 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:

We believe in providing inclusive education and equal opportunities at work place for boys, girls and transgender. For this it conducts annual gender audits for students, teaching and non-teaching staff. As a result, the male: female ratio is fairly balanced. Apart from conducting the gender audit, the Annual gender sensitization Action Plan is prepared. Conducting lectures on Rights of Women at Workplace and celebration of International Women's Day every year. Lectures on gender sensitization is also a part of the 'Orientation Programme' for the newly admitted students.

#### 1. Safety and Security

Hi-Tech Surveillance: The e-surveillance of the campus is done with 24\*7 CCTV cameras. This helps to discern any breach of security at common places (canteens, parking areas, lawns, auditorium, libraries, etc.). All female staff and students can move freely.

There are separate hostels for boys and girls. The students are governed by a well-defined rules and they are allowed outings accordingly. There is no transgender faculty/student currently on roll, the university will provide the facility as when required for transgender.

The University has deployed ample trained security personnel including female staff on campus. To create a safe and secure environment, a number of security personal is put on high movement areas-parking.

#### 2. Counseling

Gender Sensitization Activities: GKU regularly conducts gender sensitization activities and workshops. These topics are also covered as a part of the 'Orientation Programme' for freshers and on the occasion of International Women's Day.

Personalized Mentorship: The personalized mentorship programme of the University covers a vast range of topics dealing with Human Values and Ethics. Creating gender awareness is also covered. If required, individual counseling is also given to students by mentors, hostel wardens and senior functionaries.

Grievances Redressal: Anti Ragging Committee, Anti Ragging Squads (separate for boys and girls), Internal Complaints Committee and Prevention of Sexual Harassment at Workplace are the Committees constituted for addressing the complaints of the all students and employees. The representation of the students and faculty on various committees is either merit based or consensus based. GKU practices zero tolerance to sexual harassment. The Prevention of Sexual Harassment Committee regularly undertakes gender sensitization exercises for the university and the staff.

#### 3. Common Rooms for Boys & Girl's

In each college, separate common rooms are available for girl students that have the retiring room facilities, first aid boxes, etc.

#### 4. Day Care Centre

An on campus creche facility is provided to take care of the infants of nursing mothers and toddlers of the women staff members. The facility is extremely helpful in creating a stress free, micro-environment in the University.

#### 5. Any Other Relevant Information

- A dispensary and a 24x7 ambulance are available on the Campus to take care of the medical emergencies. GKU has an arrangement of on – call doctor to provide medical care to students and employees.
- Sanitary pad vending machines have menstrual hygiene of female students in girl hostels.
- Special sports and cultural events such as *Tian* are organized for women students and employees of the University

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	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

#### 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
Any other relevant information	<a href="#">View Document</a>

#### 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:**

Waste management and resource conservation are extremely important for sustainability. Hence, these practices need to be inculcated and adopted at every possible level. Therefore, the University works on the principle of reduce, reuse, recycle and recover for waste management. Many activities including admissions, registration, fee payment, academic calendar, examination forms, admit cards, academic documents and forms have been shifted to online, thereby saving paper. The efforts are also on to make more and more functions paperless. Similarly, systems and practices are in place for segregation, recycling and reusing the waste.

**Solid Waste Management:** the solid waste is categorized into Non-biodegradable and Biodegradable wastes. While the non-biodegradable waste is further divided into recyclable and non-recyclable. Accordingly, color coded dumpsters to segregate and collect the solid waste in the corridors, offices, hostel premises, pantries and open spaces.

- This waste, collected by a contractor, is dumped at the designated site.
- The food waste is also collected by the dairy/piggery owners who use it as cattle feed.
- To reduce the wastage of paper it is a general practice to reuse it.
- Old laboratory equipment, broken furniture, fixtures, etc. are disposed through auction by Scrap Disposal Committee.

**Liquid Waste Management:** The waste water generated in the University is treated through an STP of 400 KL/day capacity. Waste water generated from sewerage, kitchen and laundry is treated in the STP. The treated water is used for irrigating agro-forestry plantation and horticultural orchards. Generators are used at GKU during power cuts/ failure. To reduce the use of generators and thus check the environment pollution, rooftop solar power plants have been installed in various blocks.

**Bio-medical Waste Management:** The bio-medical waste is very negligible. However, the waste available in the dispensary are segregated as per color codes as prescribed for bio-medical waste for which color bins have been placed.

**E-Waste Management:** GKU has provided a dedicated restricted space for the storage of e-waste generated from IT and electrical infrastructure. After its segregation into reusable and non-useable, some re-useable waste is given away to engineering students for possible use in their projects. Further, the University tries to enhance the life of the equipment and infrastructure by upkeep services and timely repair by its own experts. The non-useable e-waste is disposed off through designated vendors.

**Waste Recycling System:** Management of different types of wastes involves gathering, assortment, transport, re-processing, recycling, and disposal. The recycling is based on reduction (old laboratory equipment, broken furniture, fixture, newspapers, waste paper, etc., are disposed through auction), reuse (left-over kitchen waste from hostel messes, etc. collected by the dairy/piggery owners to use as cattle feed), recycling (composting from plant based waste) and recovery of treated sewerage water for irrigating

tolerant forestry plants (eucalyptus) and fruits orchards maintained by College of Agriculture.

**Hazardous chemicals:** GKU has no hazardous chemicals of radioactive nature. The sprays of agriculture crops are undertaken by exercising all the safety precautions such as wearing of the masks, gloves etc. and proper storage

File Description	Document
Any other relevant information	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>

#### 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
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>

#### 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:**

Guru Kashi University believes in providing an equitable and inclusive environment to its faculty and staff. Almost all Events organised at campus gives a supportive and responsive environment that assimilates all the socio-economic, regional, cultural communal and linguistic diversities into its fold to nurture harmony and tolerance campus community.

**Socio economic equality and communal harmony:** The GKU Campus is an equal opportunity campus in the true sense of the word. It has a healthy gender ratio among its students and staff. No person is deprived of an opportunity on the basis of its gender, religion or socio-economic status. Participation of the students in various curricular and co-curricular activities and that of the staff in various professional activities is solely based on their competency, talent and proficiency. To inculcate the sense of oneness and belongingness students are expected to wear prescribed uniforms on selected days and occasions. The representation of the students and faculty on various committees is also either merit based or consensus based.

**Cultural regional diversity and Internationalization:** The University has a cosmopolitan culture wherein students and staff coming from various regions including international students, cultures, and religions live in harmony mutually respecting each other's distinctiveness. GKU presents a composite culture with students representing different states and countries. It showcases their attires, languages food habits etc as part of mosaic culture. GKU organises various functions from time to time. The students from different states and countries celebrate their regional festivals like Onam, Bihu, Chhath Puja, etc on campus. Festivals are planned and celebrated to cater to diverse range of regions and cultures. Different types of food festivals are also held wherein not only food of different regions are showcased but the students are also expected to put on the costumes of their regions The youth festivals and the cultural events held at the University are well represented by the diversity of students from different religions and regions. The National Days of various international students and their festival are also celebrated with a great fervor.

Starting with the welcome of the students and their orientation that brings everyone on one platform, regular activities are planned to create cultural awareness and appreciation. GKU also celebrates annual sports day, Yoga day and intra mural sports where students from various states take part enthusiastically. The university is active member of the All India University (AIU). The students also participate in the sports and cultural events organised by the AIU.

**Multilingualism:** Mother Language Day is celebrated on the Campus cognizant of the fact that more and more languages are disappearing around the globe, on 21st February every year. Linguistic diversity is celebrated through poetic recitations as well as singing. To bring in diversity linguistic workshops and literary events are also conducted by linguistic experts.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

**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:**

Understanding the importance of the transformation power of the constitutional knowledge of the young citizens, GKU regularly conducts programmes to sensitize its students and employees on their constitutional rights, duties, and responsibilities. it creates awareness about their responsibilities towards constitution and Nation by infusing and invoking in them the spirit of patriotism and being a part of

election process for selection of sincere leaders, for which they are trained vide **sweep activities**. Several staff members have been issued appreciation letters and awards for imbibing a feeling and audacity of being responsible citizen.

To **commemorate the adoption of the Constitution of India**, GKU has been regularly celebrating **Samvidhan Diwas** on 26th November, since 2015. A special function is organized that begins with reading the Preamble of the Indian Constitution, followed by a deliberation on a related topic, aimed at creating awareness about constitutional rights and obligations. Students and staff have been a part of service towards nation under the NSS programme under the aegis of **Not me but you**, thus becoming a part of the nation building process. Through NSS the University carries out need-based and policy-based initiatives such as **tree plantation, blood donation, straw management, subsidiary agricultural occupations, Swachh Bharat Abhiyan, etc.**

Students and staff are made aware of their fundamental rights by creating an ambiance wherein activities such as free legal awareness camps are organized under the umbrella of Free Legal Aid Clinic run by University School of Law. A feather in the cap of University was added when some of its students were selected as **Para Legal Volunteers by District Legal Services Authority of Bathinda**. GKU thus serves the poor and down trodden by providing them free legal advice to seek justice. The IQAC of the University organized Legal Awareness Camps under the aegis of a "PAN India Awareness and Outreach Campaign - Azadi Ka Amrit Mahotsav" wherein dignitaries from District Legal Services Authority participated.

The University is connected with organizations active in the promotion of already rich **culture and social values** of Punjab and **integrating with other parts of our country** and abroad by admitting students from Pan India and other parts of the world. GKU has extended financial assistance to Kerala distress relief fund. The University also serves the society by promoting healthy India by creating awareness against social vices such as indebtedness, drug addiction etc. and the deadly diseases like Cancer which is endemic to this region. Students participated in national integration camp and national youth festival organized by Ministry of Youth Affairs and Sports

In addition, it also puts its share in serving the nation and strengthening the national security by raising funds and contributing towards Flag Day and Communal Harmony drives. GKU salutes the valiant security forces of the country that serve and protect the citizens of India. In its strive to **reduce carbon footprints**, GKU encourages the use of public transport, campus facility of e-rickshaw and use of solar street lights is encouraged on the campus, to build a Green India.

#### **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

<b>File Description</b>	<b>Document</b>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

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

**Response:**

GKU is committed to holistic development of its students by providing quality education and including Indian ethics and values such as patriotism, fraternity and social consciousness in its programmes. For this, the University celebrates the **commemorative days - both national and international and several other events and festivals.**

Every year, the **Independence Day** and **Republic Day of India** are celebrated with pride and grandeur. On 5th September every year, the birth day of a great teacher, philosopher and a former President of India Dr.S.Radhakrishnan is celebrated as **Teachers Day**. **International Women's Day** is celebrated on 8th of march every year by organizing Gender Sensitization workshops and lectures to **promote gender equality** among students and staff.

To value **cultural diversity and multilingualism**, the **Mother Language Day** is celebrated by the students of the University by holding several competitions and deliberations. Cultural diversity and plurality are also enhanced through celebration of **National Days** of India (like **Hindi Diwas, Constitution Day, Unity Day, Rashtriya Bhasa Diwas**, etc as per **instructions from UGC and other statutory bodies** and of the respective countries of foreign student's like **United Nations Day** has also been celebrated in the GKU Campus.

Situated in the heart land of Punjab, With Agriculture as its flagship programme, the GKU celebrates **Kisan Diwas/ Kisan Mela** and Expert farmer Interface by holding various extension and out-reach oriented activities such as farmer camps demonstration on seed production, management of crop stubble and use of balanced fertilizers. The University in collaboration with **Indian Agriculture Research Institute** organise a demonstration on degradation of Parali using Bio-decomposition.

To inoculate a feeling of wellbeing and physical fitness among faculty and students **International Yoga Day** is celebrated on 21st June every year since 2015.

To **commemorate the adoption of the Constitution of India**, GKU has been regularly celebrating **Samvidhan Diwas** on 26th November, since 2015. Students and staff are made aware of their fundamental rights by creating an ambiance wherein activities such as free legal awareness camps are organized under

the umbrella of Free Legal Aid Clinic run by University School of Law. A feather in the cap of university was added when some of its students were selected as **Para Legal Volunteers by District Legal Services of Bathinda.**

The University organises **Youth Festivals, Fresher parties / Induction Programs** and farewell Events of different departments to showcase the talent and ability of students and **Alumni Meets** where old students share their experiences and motivate the fellow students by their experiences.

**GKU Actively Participates in the Vaisakhi Day Celebrations** by organising various activities such as free medical care stalls and activities related to social upliftment. The University actively participates in the Vaisakhi celebrations at Takht Shri Damdama Sahib in collaboration with District Administration, regularly.

GKU gives ample opportunities to its students to imbibe the values of patriotism, fraternity, socio cultural diversity, equality, pluralism and endeavors making them proud Indians and globally competent human beings.

File Description	Document
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 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:

The two best practices that have contributed to improve academic and administrative functioning of Guru Kashi University are as follows:

#### **BEST PRACTICE 1:**

**1. Title of the Practice-01:** “Education, Research and Technology Transfer for making the regional farming scientific”

#### **2. Objectives of the Practice:**

- To motivate and engage students in active learning of various facets of agriculture
- To inculcate in the students, the ability to analyse and evaluate to make agriculture better.
- To infuse among students, the spirit of team work enabling them to work together for finding solutions.
- To motivate the students for skill development and entrepreneurship.
- To organize and sensitize students to adopt economics and eco-friendly practices in Agriculture.
- To inculcate the practice of learning-by-doing, such as Apiculture (bee keeping), Sericulture

(Rearing of Silk worms), Vermiculture (Rearing of earth worms), mushroom growing, hybrid seed production quality disease free nursery products, etc.

- To inculcate the ability to innovate.

**3. The Context:** Since most of students are from agricultural background, they understand the constraints and concerns that are making farming unprofitable and unsustainable. The focus is on the contemporary concerns of agriculture such as natural resource management, eco-friendly practices, and options for the crop residue management, organic farming, post-harvest handling of farm produce mechanisation of the agriculture, storage of the food grains. The teaching-learning process followed in various educational institutions is essentially oriented towards “What to think” that emphasizes on learning. The major limitation of this approach is that students are unable to imbibe the skills to analyse, evaluate and create for finding solution to a problem in hand. It also does not help in applying their bookish academic knowledge gained in the classroom in improving agriculture. Therefore, GKU has emphasised on “How to think” approach, wherein students are assigned projects that helps in self directed learning, analytical thinking and in the aptitude to integrate their analytical, evaluative and creative abilities.

**4. The Practice:** The students are trained to establish their crop clinics to help farmers in scientific practices and activities right from planning to marketing. The Veterinary Hospital has been started to impart them practical training in different aspects of animal husbandry, poultry, fisheries, etc. Focus is given on making students skilled so that, besides contributing in agriculture, they can be job creators through self-employment. Students have learnt about rearing silk worms on mulberry leaves, beekeeping, mushroom growing, Vermiculture production and protected cultivation of vegetables. The students are regularly attending to farmers in surrounding villages and learn from their feedback. The students are assigned need-based projects in each semester. These projects as per the mission of the University aim to channelize the energy of youth toward community development and social welfare.

- The need-based project is assigned to the students
- The students are guided to identify the “pros and cons” and other concerns associated with it.
- Students work in teams of 3 to 4 each and come up with details.
- Discussions are held with the faculty in charge to assess various proposals and the plausible option is identified.
- The students work on it and demonstrate its functioning.
- A project report is prepared by them and the same is shared through PPT presentation for the information and benefit of others.
- Regular feedback is given to the students by faculty guides that enhance the learning experience.

### **To promote the Subsidiary agricultural ventures with conventional farming**

**A. Bee keeping:** Students are made to learn about the intricacies of bee keeping. Bee keeping is a remunerative venture. GKU has an apiary of 25 boxes besides diverse flora on its campus. The boxes are allotted to students who look after them in teams and run their bee keeping venture. After the beehives are full of honey, the student teams, under the supervision of GKU faculty, harvest the honey and other products.

**B. Sericulture:** Sericulture aims at rearing silkworms for producing raw silk. This mainly includes growing mulberry plants to feed silkworms that spin cocoons and rearing the cocoons for the silky thread

for use in weaving silk clothes. Silkworms are obtained from Jammu or Dehradun and the locally produced silkworm cocoons are bought by traders. Students are imparted training in sericulture to start this unique venture which even a person with no landholding can start.

**C. Mushroom Cultivation:** Mushrooms are a rich source of protein and nutrients. Their cultivation could help rural people in their nutritional security. They can grow mushrooms using available farm resources such as paddy straw or other compost making inputs. The University has a mushroom unit where students are taught about compost making, spawning, management of the compost site, mushroom picking and marketing, etc. The students are assigned task for mushroom growing in each semester. This, as per the mission of GKU, aims to positively channelize the energy of youth toward community development and social welfare. Students trained in mushroom cultivation can guide the farmers as well in the 5 adopted villages. For the hands-on-experience in mushroom growing the students are even sent on educational tours to the reputed mushroom training centre(s) in H.P. (Kandaghat, Chail) or at nearby mushroom centres (KVK, Bathinda, PAU Mushroom Centre, Ludhiana) from time to time. They obtain bottled spawn from these centres.

**E. Evidence of Success:** The research at GKU is focused on prevailing agrarian issues such as diversification of cropping system, use of fly ash from the nearby thermal plants, bio-intensive integrated management of pests and pathogens of crops, viable options for crop residue management, etc. The major evidences of GKU research in agriculture are:

- The thrust of research has been on high-value crops such as cucumber, capsicum, lettuce, cherry tomato, baby corn, strawberry, cut-flowers, etc grown in protected environment of poly houses.
- A horticultural block with plantation of Kinnow, Ber, Banana and other Citrus species has been established for research and demonstration to students and farmers.
- The University has set-up nurseries of high quality fruit trees and vegetables produced through tissue culture for distribution to students for experimentation and farmers for growing.
- Based on the field evaluation superior genotypes of tomato (Sel -7, Sel-14), cherry-tomato(Sel-1), chilli (CMV and TMV tolerant) and brinjal (GKU Green Sel-1, GKU Black Sel -2, GKU Purple Sel-3) have been identified.
- The students are involved in subsidiary occupations such as beekeeping, mushroom growing, sericulture and nursery production.
- The experts of the University make the farmers learn about the growing of foundation seed of various crops of their fields. The university advises them to go in for seed replacement after 2-3 years.
- It has produced seed of black wheat rich in iron and antioxidants, for distribution among farmers.
- The specific water related agricultural problem in the face of SW districts of Punjab are crop failures under areas having brackish soils and water.
- GKU has suggested farmers to irrigate their fields with conjunctive use of tube well and canal water.
- It has established CoE with the collaboration of Jain Irrigation, Jalgaon through its local offshoot at Mansa, to demonstrate ICT based smart agriculture as far as crop irrigation and fertigation are concerned.
- It has entered into MoUs with various agro-industrial units in the region. These activities not only motivated students of agriculture only but also of the non-agriculture streams.

**6. Problems Encountered and Resources Required:** If we are to make sustained success in any of these three concerns – feeding a growing population, ensuring a livelihood for farmers, and conserving the

environment - we must address them all together. However, progress on this "triple challenge" is difficult since actions taken in one domain may have unexpected implications in another.

- There is trend of youth moving away from agriculture and migrate to Canada and other countries in search for green pasture. It is rather arduous to bring them back to the main stream of farming. It is only possible with extramural funding by the government agencies to promote skill development in agriculture sector.
- The problem of drug addiction and use of intoxicants is a serious one that is jeopardizing social system of this particular region that hinders the development. Connectivity and outreach for the technical support to the regional farmers and inadequate availability of advanced farm machinery equipment is also a problem.
- The S-W Region of Punjab is known to suffer from the recurrent attacks of pink boll worm, American bollworm, mealy bug, CLCV of cotton, etc which if uncontrolled can jeopardise farmers' economy, affecting the receptivity of students and farmers in the long run.

## **Best Practices-II**

**1. Title of the Practice: “Earn While You Learn (EWYL) practice adopted by the Guru Kashi University”**

### **2. Objective of the Practice:**

- The 'Earn while you study' initiative was taken with the goal of giving students hands-on experience, developing them for future professions, and encouraging them to diversify their activities beyond the classroom.
- To involve the students in management for the personal and Professional growth of individual as well as of the institution.
- To motivate the students from economically backward families to continue their studies.
- To inculcate the habit of part-time employment to an enrolled student in a college or university, enabling her/him earn to meet educational expenses.

**3. The Context:** The Guru Kashi University (GKU) has started “Earn While You Learn” (EWYL) Scheme for the benefit of students to achieve the above objectives. Being located in rural area is suits for this activity. Under this scheme, GKU endeavored to bring education to the doorsteps of rural people through various activities. In the social context, education has to provide guidance to the masses of being good citizens, for effective home makers, livelihood earners. For obtaining education of higher standards for the children, there is need to create financial support for students. Under this unique EWYL scheme students are allotted land to grow their own crops. They earn money by selling their crop produce to sustain their studies. GKU is endowed with the sufficient land as well as good quality of irrigation water through nearby canal. Additionally, the students involve themselves in other earning activities such as auxiliary agricultural (beekeeping, mushroom growing, sericulture, etc.) and other ventures (working in library, participation in Food Funda Events). For every hour of work in the assigned activity the students earn a remuneration of Rs. 40 per hour.

**4. The Practice:** With the technical guidance and University resources the students raise their own field as well as horticultural (vegetable and fruit) crops under protected environment of net house. GKU has

sufficient open land as well as Polyhouse (1.5 acre) to grow quality vegetables (Brinjal, Tomato, Cucumber and Capsicum) under environment free from pesticide use.

**a) Sericulture:** Sericulture is an agro-based venture, which aims at rearing silkworms for producing raw silk (yarn made from cocoons spun by silk worms). This mainly includes growing mulberry plants to feed silkworms that spin cocoons and rearing the cocoons to unwind the silky thread for value-added use in weaving.

In the long run, this initiative aims to establish project for 100 rural based families on the university land in the trading district of Bathinda (Punjab). The first training of 20 members of local community served as a foundation for the further training and assistance of up to 100 families.

**b) Mushroom Cultivation:** Mushrooms are a rich source of protein and nutrients. Their cultivation requires a knowledge of skills of composting, sowing, harvesting and marketing. The small farmers and landless farmers can adopt this venture for earning. Students are taught mushroom production technology in the mushroom unit of the university. They are also providing exposure to the art and skills of mushroom growing at the mushroom training centers in Himachal Pradesh and Punjab. The students can be able to earn to supplement their pocket money, as per the stipend sets of EWYL Scheme.

Educational tours for students are arranged to get them hands-on-training on mushroom cultivation from the reputed mushroom training centre(s). The students are assigned task for earning through mushroom growing in each semester. This, as per the mission of GKU, aims to channelize the energy of youth toward community development and social welfare besides generating monetary support for the students.

**c) Bee-Keeping:** Bee keeping is a remunerative venture. GKU has an apiary of 25 boxes besides diverse flora on its campus. The boxes are allotted to students who look after them in teams and run their bee keeping as an earning venture. The boxes are kept where the necessary flora is available. After the beehives are full of honey, the student teams, under the supervision of GKU faculty, harvest the honey and other products. Through the sale of honey bottles, they earn for the University who in return pays them a remuneration as per provision under the EWYL scheme.

**d) Students Engagement in Library:** To enable students EWYL, they are engaged to carry on diverse activities such as book sorting & display, shelving, issue & return, assisting the readers, catalogue management, etc. Thus the students are able to utilize their free time which proves them immensely beneficial in terms of earning pocket money or towards their education expenditure. Spending time in the learning-conducive environment of library is their additional dividend.

**e) Engagement in 'Friday Food Funda' Activity:** The IHM carries out Food Funda Event every Friday wherein students of Hotel Management sell their food items. This activity, besides providing an earning source, offers a unique learning experience of practical nature with regard to preparing and selling food dishes for earning. The Event has become a popular weekly activity which is always.

**5. Evidence of Success:** The students' involvement in EWYL scheme or other activities for earning has proved immensely useful to them. They have become better organized as far as the planning and money management are concerned. Many of them are talking of spending as per their planned budget. The participation in money earning ventures such as bee keeping, mushroom growing has aroused their interest and even some students have started similar ventures at home. Participation in these activities have bettered their self-confidence and a decline in their shyness while in conversation with other

## 6. Problems Encountered and Resources Required:

- Some of students from Kerala and from other cities who have less practical experience of north Indian agriculture faced problems in initial stages of implementing the scheme. However later they catch up the fellow students.
- Also there are some problems to sell the produce (honey, mushrooms, food items, silk cocoons, etc.) due to non-availability of suitable markets in adjoining areas.
- The rearing and maintenance of silk worms is an arduous task owing to frequent power cuts in summer. Moreover, it is not easy to bring silk worms from Jammu or Dehradun, every time.
- The above ventures are of great relevance as far as the training and hands-on-experience of students is concerned. However, certain ventures at time prove cost-ineffective for the University. Therefore, these activities will continue in the larger interest of the student's education.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

## 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:

#### Academia- Rural Community Linkage

Guru Kashi University has, over the years, developed into a prime place of knowledge and learning. Students from India and abroad, come to receive education here. Setup in 2011, this university is today a globally compatible institution providing unparalleled educational opportunities for transforming learners specially from marginalized sections of the society to scholarly, talented, employable and above all fine human beings, able to amply contribute to the national development of the country. Apart from imparting word class education, GKU focuses on the holistic development of students. The different departments of university along with the students have contributed towards developing strong linkage between academia and rural community.

#### Agriculture

To ensure a clean and green environment on the university campus as well as the adjoining areas, the teams of Agriculture College led by senior faculty visit the villages to create awareness amongst the farmers and to counsel them to save resources and not to resort to stubble burning which causes health hazards for the general public. College of Agriculture has setup a training unit in order to impart practical training to the farmers about sericulture and the rearing of honey bees. The use of high quantity of fertilizer, pesticides and insecticide lead to environmental, soil and water concerns and their excessive use is linked to the occurrence of Cancer and many other serious diseases of liver, heart etc. among the human beings. Keeping this in view the farmers are advised to use of bio intensive approach like vermiculture in crops especially the vegetables. The farmers are also advised to rotate the crop cycle to have maximum yield of

the crops vis-à-vis soil health. The university promotes the cultivation of nutritionally rich black wheat, kinnoa etc. One Veterinary Hospital has been established at the university campus to impart practical training to the farmers. Organizing Kisan Melas is a regular feature at the university campus to apprise the farmers about the latest farm techniques.

### **Paramedical Sciences and Pharmacy**

Teams of students led by the faculty organize blood donation and general health checkup camps in different villages adjoining Talwandi Sabo. They motivate the villagers, specially the youth, to donate blood to help those in grave need due to accidents, ailments, etc. In case of the deadly menace of Cancer symptoms, Awareness Rallies/ Camps are organized to help, guide and aware people.

### **Social Sciences and Humanities**

Tree plantation drives are carried out by the students of College of Basic Sciences & Humanities, on the university campus as well as on the road sides. During the rainy season Van Mahotsav is celebrated every year to plant more trees and to motivate others to do the same. Anti-Drug rallies are carried out by the students under the supervision of their teachers to make the village folk aware of the deadly impact of intoxicants on human health. During the last two years COVID-19 spread in a big way which led to many casualties. Medical experts advised people to maintain social distance, wash hands regularly and above all wear face masks and use sanitizers to stay safe and healthy.

### **Physical Education**

Realizing the significance of physical and mental health of people, the students of this department carried out a cycle rally which covered the surrounding villages. It highlighted the importance of cycling in maintaining physical fitness. Moreover, it is the cheapest means of transportation. Running Marathons were also organized through the villages to promote running for physical fitness. New Sports Complex at the university campus has been made available to the youths of this area for running and physical training so that they could prepare for the physical tests for joining Indian Army, Para Military Forces and the State Forces. The coaches are also made available for the proper physical training of aspiring candidates.

### **Legal studies**

In order to create awareness about the legal rights of the people the senior students and faculty of this college organized free legal aid camps in different villages in collaboration with District Legal Services Authority, Bathinda. During these camps judicial officers and senior advocates made the people aware of their legal rights. The affected parties are also provided services of advocates without any charges.

### **Education**

From time to time the staff & students from education stream visit the schools of adjoining areas and organize career counseling seminars for the benefit of students. They are also given opportunity to visit university campus for advice regarding the choice of stream and career.

### **Computer Applications**

The students of this college visit the adjoining villages to assist the villagers in handling e-mail operations,

digital payments, etc. under Digital India Campaign launched by Government of India.

**Conclusion:**

The carrying out of activities related with agriculture extending a helping hand to the farming community towards social commitments and obligations to the society has enhance the repute of university with farmers. General health checkup camps have gone a long way in creating health awareness among the masses. The tree plantation drives have led to keep the university campus and its surrounding areas clean and green. The efforts made to make people aware of the deadly effects of intoxicants and have served useful purpose in removing family tensions. The precautionary efforts made by the GKU faculty and students played a useful role in checking the spread of Covid-19 pandemic. The efforts by the free legal aid clinic of the university have helped create awareness among the rural public about their legal rights and routine legal formalities. The guidance to Students regarding the choice of stream for higher studies by Education college faculty has been useful for parents to take up the right decision about the education of their wards. The village folk learned about handling email operations, digital transactions, use of ATMs, etc. as a result of efforts made by the department of computer applications. Thus, the university could effectively perform to work according to its priorities and thrust area.

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Guru Kashi University has established itself as a unique niche of credibility in S-W Punjab. It has created a friendly and amicable learning environment on the campus which facilitates students from different places and cultural backgrounds to achieve their common goals. GKU is committed to inculcating positive values of discipline, dedication, devotion, diligence, determination and accountability among them.

The quantitative and qualitative data variables submitted to the NAAC present GKUs academic and non-academic activities, achievements, strengths, limitations and needs for improvement relating to the all rounds development of the University as an Institute of excellence. All the Deans, in-charges, HoDs and administrative staff of different colleges are involved in the preparation of NAAC self study reports. Data on research, technology transfer, community engagement, various curricular, co curricular and extracurricular activities, etc. were gathered from the respective departments by the Criteria In-charges through different Deans/HoDs. The core committee of NAAC interacted with all concerned including Heads of teaching and supporting departments, administrative staff and acquired the required inputs. The Members of various committees of GKU were also consulted for this purpose.

The University has a distinction of having accreditation of its agricultural programme by ICAR and PSCAE among all state private Universities. It intends to strengthening collaboration with industry, professional organisations with an aim to have 360-degree involvement at all stages of curriculum developments, training and placements so that it is able to contribute meaningfully to address local, regional and national challenges through teaching, training and research.

### **Concluding Remarks :**

Though located in a small town of Talwandi Sabo, GKU has created a unique niche of reliability in the region. It has adopted innovative and student-centric pedagogies ensuring all-round development of students, imparting skills and competency, enabling them to have brilliant careers. GKU has focused on creating a work-culture based on accountability, transparency, objectivity and engagement with stakeholders, especially the industry to ensure that it effectively fulfils their aspirations. It has contributed towards the local economy through generating opportunities and employment for people.

To fulfil its objectives, it has diverse academic programmes at graduate, postgraduate and doctorate level in addition to diploma and certificates programmes in relevant areas. With the help of well-qualified and experienced faculty, it endeavours to create capable, professional and socially-proactive, forward-looking human resource.

During the COVID-19 lockdown, GKU followed a new normal of online programmes related to curricular-delivery and interactive sessions and has endeavoured to realise its potential in teaching, research and outreach programmes during the odd times.

Education is an engine for development that nurtures civic and human values among the masses. GKU adheres to the core-values of respect, compassion and social responsibility as it strives for excellence, innovation, engagement, integrity and inclusiveness.

All the stakeholders including students, parents, faculty, alumni, and others have a strong and long-awaited wish for NAAC accreditation. They long for seeing GKU flourish in academics, research and other areas. The accreditation will give the University a tremendous scope to become financially self-reliant by attracting external funding. Preparing this self-study report was indeed a good learning experience. It enabled us to critically look at our strength, weaknesses and imminent challenges. It will help improve the prevailing system and processes in GKU. Its tenacity to contribute meaningfully in higher education and serve the society at large, through enhancing the quality standards, will continue to strive for distinction.

We will determinedly work for creating a system and inculcate among students the values of human dignity, empathy, humility and giving. We look forward to the visit of distinguished NAAC Team, not only to present them our systems but also to seek suggestions/guidance for improvement.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p><b>Percentage of Programmes where syllabus revision was carried out during the last five years.</b></p> <p><b>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years</b> Answer before DVV Verification : 76 Answer after DVV Verification: 68</p> <p><b>1.1.2.2. Number of all Programmes offered by the institution during the last five years.</b> Answer before DVV Verification : 76 Answer after DVV Verification: 68</p> <p>Remark : Number of Programmes have been considering EP metric 1.1</p>																				
1.1.3	<p><b>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</b></p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>3058</td><td>2785</td><td>2641</td><td>2254</td><td>1993</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>2800</td><td>2540</td><td>2400</td><td>2050</td><td>1820</td></tr></tbody></table> <p>Remark : Values have been changed after further removing some more courses which do not have direct bearing on employability/ entrepreneurship/ skill development</p>	2020-21	2019-20	2018-19	2017-18	2016-17	3058	2785	2641	2254	1993	2020-21	2019-20	2018-19	2017-18	2016-17	2800	2540	2400	2050	1820
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2020-21	2019-20	2018-19	2017-18	2016-17																	
2800	2540	2400	2050	1820																	
2.1.2	<p><b>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</b></p> <p><b>(Excluding Supernumerary Seats)</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</b> Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>414</td><td>225</td><td>397</td><td>776</td><td>730</td></tr></tbody></table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	414	225	397	776	730										
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414	225	397	776	730																	

2020-21	2019-20	2018-19	2017-18	2016-17
311	221	321	362	395

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**

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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
155	32	53	12	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
149	28	51	11	12

Remark : Awards of comparatively less importance have been excluded

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.**

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.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	7	15	20	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	7	48	36	43

Remark : Values have been updated as per HEI clarification Response

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

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.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
37	25	29	21	25

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
36	22	27	19	23

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Value has been changed considering Academic Year 2020-21 till December 2021

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1694	425	349	179	110

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1682	395	306	152	107

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
260	146	92	76	52

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
252	134	83	68	46

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.**

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.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
157	73	46	38	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
156	73	46	38	26

Remark : Value has been changed considering Academic Year 2020-21 till December 2021

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	11	11	8	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	11	10	7	5

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.5	<p><b>Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>2769.67</td><td>3225.19</td><td>3073.73</td><td>2655.8</td><td>2247.37</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>2769.66</td><td>3225.19</td><td>3073.73</td><td>2655.8</td><td>2247.37</td></tr></tbody></table>	2020-21	2019-20	2018-19	2017-18	2016-17	2769.67	3225.19	3073.73	2655.8	2247.37	2020-21	2019-20	2018-19	2017-18	2016-17	2769.66	3225.19	3073.73	2655.8	2247.37
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