SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SRI GURU GRANTH SAHIB WORLD UNIVERSITY

SRI GURU GRANTH SAHIB WORLD UNIVERSITY, OPPOSITE GURDWARA
JYOTI SWARUP SAHIB
140407
www.sggswu.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Guru Granth Sahib World University is a missionary, charitable and humanitarian institution which aims to impart wholesome education to students without the barriers of caste, creed, gender and religion. The University is located in Fatehgarh Sahib (Punjab), the sacred city known for the martyrdom of Mata Gujri Ji, Sahibzada Jorawar Singh and Sahibzada Fateh Singh (the mother and the two younger sons of Guru Gobind Singh ji). The University is built on the ideals and philosophy enshrined in Sri Guru Granth Sahib. The first academic session of the University commenced in July 2011. The University spread over 80 Acres of land, has made its mark in the field of quality education and research, and has emerged as a premier institution of higher learning in North India.

The faculty of the University has been awarded research projects by the national agencies such as DST, CSIR and DAE etc. A large number of faculty members are actively involved in carrying out quality research and their research papers are regularly published in journals of not only National and International repute, but also in SCI and Scopus Indexed journals.

In order to promote scholastic excellence, the academic structure of the University has been divided into eleven faculties namely Sri Guru Granth Sahib Studies, Agriculture, Basic and Applied Sciences, Commerce and Management, Education and Information Science, Engineering and Technology, Languages, Law, Performing Arts, Medical Sciences and Social Sciences. The Faculty system is trans-disciplinary rather than being rigid and inflexible. Keeping pace with time, the University has adopted the New Education Policy (NEP-2020) from session 2023-24.

The University students are provided with the state-of-the-art technological infrastructure by way of well-equipped labs such as Biotechnology, Physics, Chemistry, Computer Science, Zoology, Business, Agriculture, Numerical Analysis Lab, English Language, and Literature and Film Studies. The University students are placed in renowned MNCs and other sectors. Besides excellence in academics and research, the University lays emphasis on sports, co-curricular and extra-mural activities. The students of the University have bagged medals and prizes at National Level Competitions. The University offers scholarships worth crores under its "Empowering Students through Scholarships" Scheme.

Vision

"Creation of Value Based Knowledge Society"

Mission

The endeavour of the University shall be to harmonise the high moral values laid out in Sri Guru Granth Sahib and other Holy Scriptures with the latest developments in the rapidly advancing technologies. The University embodies the spirit of excellence in teaching, research, scholarship, innovation and creativity. In order to fulfil this mission, the University has designed a set of objectives:

1. Introducing market relevant programmes of emerging technologies with an opportunity of employability.

2. Blending knowledge with ethical values.

3. Academia- Industry Interaction being the top priority to impart proper workplace exposure to the students.

4. Inculcating leadership, innovative and entrepreneurial skills among the students.

5. Providing impetus to research oriented development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The University follows the principle of Sarbat-da-bhala (welfare of one and all). The faculty ensures that this principle gets deeply ingrained in the psyche of the students of the University, so that its students turn out to be good human beings.

2. The University seeks to reach out to the larger community through its outreach programmes such as Plantation Drives, distribution of essentials among needy and poor; Blood Donation Camps, Physiotherapy Camps and Community Engagement Programmes.

3. As most of the students belong to low income groups, the University ensures quality education by offering scholarships worth crores under its "Empowering Students through Scholarships. The University also provides assistance to students in filing claims under various other state and central government scholarship schemes. Free education is provided to 100 needy girl students, these seats have been increased to 150 from session 2024-25.

4. The University is readily open to academic flexibility and has implemented the National Education Policy-2020 from the session 2023-24.

5. The commitment of the University to community service is evident through a myriad of initiatives aimed at fostering social responsibility and promoting the well-being of society, such as Free Physiotherapy OPD and camps, Cancer Care Camps and Blood Donation Camps, adoption of five villages for holistic development, exemplified by initiatives such as Vand Chhako Camp, aimed at providing essentials to the underprivileged. Community Engagement activities, establishing Kitchen Gardens in local schools and orchestrating cleanliness drives to enhance environmental hygiene, and relief activities during natural disasters underscores the commitment of the University to humanitarian relief.

6. Dedicated and dynamic faculty is the hallmark of the University, which provides an intellectual environment conducive to learning and freedom of expression.

7. The state-of-the art infrastructure, quality education and penchant for personality development of the

students are the major foci of the University.

8. The two main libraries, besides departmental libraries, are stocked with thousands of books, journals, and e-resources.

9. Smart classrooms have been established in each and every Academic Department to make the process of teaching-learning more focussed, engaging and interactive.

10. Baba Fateh Singh Sports Stadium spread over a vast area, Indoor sports facilities, Gymnasium, Yoga centre and Physiotherapy OPD are focussed on ensuring healthy lifestyle for its students, the faculty and the staff.

11. Diligent and honest efforts, discipline and hard work have been a way of life at the University, since its inception.

12. Cultural, regional, linguistic and socio-economic harmony is ensured among the faculty, the staff and the students.

13. A comfortable and secure stay of the differently abled persons is also ensured.

14. Lush Green campus and environment friendly approach of the University sensitise the students towards their responsibility as global citizens.

15. The University is committed to inculcate leadership, Innovative and entrepreneurial skills among its students.

16. The non-teaching, technical support staff of the University is committed to providing a quality and conducive environment to the students.

Institutional Weakness

Self-analysis and introspection is an important step in the process of growth. The University on a regular basis tries to identify the weak areas and is constantly working upon these for improvement. Following are the identified weak areas which the University keeps in considerations while formulating future plans:

1. Since the University is newly established, the alumni of the University are very young and are in the initial stage of their careers. Hence, the alumni contribution to the University in terms of finance is meagre, although the alumni has proven itself as motivating and inspiring figures for the current students, by establishing themselves through their small scale businesses..

2. The University has devised its seed money policy for research funding to the faculty, however very liberal research funding to the faculty is another crucial weakness of the University.

3. Even though the University has established a Central Instrumentation facility with sufficient equipment for research, some of the very expensive research equipment could not be procured.

Institutional Opportunity

Following are the areas where there are opportunities for the University to work upon:

1. Navigating the challenge of convincing parents (alumni of other institutions in the vicinity) to connect with the University by understanding their perspectives, fostering open communication, sharing information about the benefits of higher education, career prospects, and the impact of attending University.

2. Strengthening Alumni association to maintain a vibrant, supportive and resourceful community.

3. Strengthening Research and Innovation by mobilising funds from various funding agencies.

4. Attracting International students and promoting students exchange under Cultural Exchange Programmes.

5. Using the existing resources for providing more free of cost consultancy services.

6. Strengthening and enhancing the outreach and extension activities.

Institutional Challenge

The University is facing following challenges in realising its goals:

1. Since the University is new compared to other educational institutions in the vicinity, it is challenging to compete with them for admissions. The parents and grandparents of the young students are the alumni of these institutions, hence sometimes it becomes difficult to convince them about the better education and environment provided to the students by the University.

2. The University sometimes faces a financial crunch due to a large number of post matric scholarship beneficiary students, and late payment of scholarship amount by the State.

3. The University finds it challenging to sensitise the parents of the rural girl students about the essentiality of continuing studies at higher level, so that every girl may become financially independent and can professionally establish herself in her life. Even in some cases, it is difficult to motivate the male students belonging to low income groups to continue their higher studies for their career growth.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sri Guru Granth Sahib World University is committed to providing quality education that not only enhances employability but also meets the evolving needs of academic and industrial sectors. The University ensures that the curricula for both undergraduate and postgraduate programmes are regularly developed and revised through the Board of Studies/the Meeting of the Faculty/ Academic Council. The revisions are made on comprehensive feedback received from stakeholders, including students, alumni, teachers and employers.

The fifty-six programs offered by the University at Undergraduate and Postgraduate levels are thoughtfully designed to incorporate local perspectives, culture and socio-economic factors. The learning outcomes—Course Outcomes (COs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)—are meticulously crafted to ensure that the students acquire specific skills and knowledge pertinent to the current business environment. This alignment ensures that the curricula are consistent with national priorities and emerging trends across various sectors of the economy. Regular revisions and updations are made to reflect the latest technological advancements, industry demands and amendments in governmental policies.

Over the past five years, the University has introduced thirteen new programmes and more than 680 new courses across different faculties. The curricula are designed to foster global perspectives and include a balanced mix of foundational courses, core domain courses, discipline-specific elective courses, ability-enhancement and skill-development courses. The curricula are continually updated to incorporate contemporary and cutting-edge issues relevant to the industry and to provide training to students using the state-of-the-art equipment and technology along with hands-on experience.

Teaching-learning and Evaluation

The University has an inclusive admission policy that accommodates a variety of student groups by implementing the statutory reservation policies. The University has a widely publicised and transparent admission process. The enrollment percentage across different programmes is reviewed regularly to improve and strategically plan the admission process. Orientation and induction programme for new entrants is a crucial initiative of the University to help them transit smoothly into a new academic environment and to acquaint them with the vision and mission of the University, and with the programme and course outcomes.

At department level, the learning levels of the learners are assessed and as per the needs, remedial and bridge courses are designed for slow performers. Special programmes for advanced learners are designed to meet the unique needs and challenges of the students who demonstrate exceptional intellectual, creative or academic abilities. Adopting student-centric pedagogical approaches, the teachers engage with the students, emphasising active learning, collaboration, and personalised instruction. Highly qualified teachers at the University leverage digital tools and resources to create dynamic, interactive and personalised learning experiences for students. The University has a strong mentoring and counselling mechanism to foster personal and professional development, to enhance students' well-being and to address challenges of young life.

The University adopts a de-centralised examination process ensuring transparency. Technological advancements and reforms in the examination system have positively impacted the examination management system. Professional development initiatives are encouraged to ensure qualitative improvement in the teaching learning process at the University.

Research, Innovations and Extension

The University aims at achieving excellence in research, innovation and community outreach, embodying a steadfast commitment to academic rigour and societal impact. At the core of its ethos lies a fervent dedication to advancing scholarly pursuits across a spectrum of disciplines, from engineering to religious studies. The research ecosystem of the University is headed by Dean Research who ensures interdisciplinary collaborations and implementation of strategic initiatives to provide space to execute innovative ideas and work.

Central to its research infrastructure is the Research and Development Cell, and the Centre for Scientific Research and Innovation (CSRI-SGGSWU), nurturing innovation and entrepreneurial spirit among its academic community. With a Ph.D. programme in 20 disciplines, the University's research mechanism ensures transparency and accountability at every level.

The commitment of the University to ethical research practices is exemplified through stringent adherence to a comprehensive Code of Ethics, fostering a culture of integrity and academic excellence. Academic output flourishes with a considerable publication record in journals of repute.

Beyond the realm of academia, the extension activities, including the Fit India Campaign and Rural Agricultural Work Experience (RAWE), underscore its holistic approach to societal engagement. The extensive collaboration network with domestic and international partners, further amplifies its impact on research and academic partnerships.

The University is committed to bring forth research which may benefit the community at large and may stand instrumental in maintaining communal harmony and in advancing society through technological and social research.

Infrastructure and Learning Resources

Spread over 80 acres of land, the University houses two academic blocks, hostel, Canteen, Cafe, Bank, ATM facility, stationary shops, gymnasium, stadium, and Physiotherapy OPD, besides various other facilities such as lifts, ramps and other essential facilities for differently abled persons.

The University has 164 classrooms and Seminar Halls, 58 laboratories which includes science, biotechnology, computers, food processing technology, agricultural, business and Language lab, a Central Instrumentation Facility, Centre for Literature and Film Studies, Media Studio, Moot Court, Art Gallery, Music Room, Museum, Weather Observatory, Central Incubation centre, Poly House, Orchard, Botanical Garden and a 10-acre agricultural experimental farm. The University has 811 computers and 23 smart classrooms with a 256 Mbps internet facility.

The University has well-stocked libraries with a vast collection of around 35,000 books, journals and digital resources. The libraries are equipped with Online Public Access Catalog (OPAC), SOUL-ILMS system, SPSS software and DELNET.

The Girls' hostel accommodates 459 students in 153 rooms, and the Boys' hostel accommodates 95 students in 33 rooms. Two generators with a capacity of 125 and 380 kVA ensure an uninterrupted power supply. Proper energy conservation is ensured through solar geysers, solar lights and sensor based lights. The University offers transport services to the faculty, the staff and students.

The campus is eco-friendly with well-placed rainwater-harvesting, sewerage-water-treatment plant, solid-waste

management and vermicompost. The campus is rich in biodiversity and green audited. A set of skilled support-staff comprising electricians, gardeners, janitors, attendants and security staff are employed.

Student Support and Progression

The University is dedicated to fostering a conducive learning environment for students. Since one of the best practices of the University is "Empowering Students through Scholarships", the University has offered scholarships worth INR 50,41,72,674 in the last five years. The University, focussing on holistic development of the students, facilitates students' journey to higher studies and placements through Training and Placement cell. The students and alumni are actively involved through their representatives in various committees and clubs which are vital to institutional progress. The office of Dean Students' Welfare ensures the safe and secure environment for the students, besides maintaining discipline and code of conduct.

To address the diverse needs of students, the institution has established a Counselling Cell staffed with experienced persons. The Cell provides personalised guidance, career assessments and tailored advice through tools like Career Assessment Tools, One-on-One Counselling, Workshops, Seminars, Mock Tests and Mentorship Programmes. A grievance redressal policy, supported by Internal Complaints Committee against sexual harassment and anti-ragging committees, is in place to prevent and address any undue incidents on and off-the-campus.

Regular yoga, physical training and meditation classes contribute to the physical and mental well-being of both students and staff members. Encouragement for active participation in extracurricular and co-curricular activities is emphasised, fostering a comprehensive development approach for students.

The Alumni Association (Regd.) of SGGSWU is highly resourceful; though not in financial terms yet inspires and motivates young students through their accomplishments and personal guidance.

Governance, Leadership and Management

The University pursues its vision and mission of academic excellence and professional development by offering a diverse range of programmes catering to societal needs and challenges. Founded on the principles laid down in the Holy Scriptures, the governance and leadership plans of the University reflect a commitment to outstanding diversity and societal accountability. The University operates strictly in accordance with the University Act, Statutes, Ordinances and Regulations specified in the University Calendar which is updated from time to time. The University has a well defined mechanism for delegating authority and providing operational autonomy to all functionaries, ensuring decentralised and participative administration.

The University has a well-defined mechanism to monitor effective and efficient utilisation of the available financial resources for the development of academic processes and infrastructure development. The University adheres to the proper utilisation of budget approved for various academic and administrative expenses, and observes appropriate process for conducting internal and external financial audits.

The Internal Quality Assurance Cell (IQAC) of the University since its establishment in the year 2020, plays an active role in enhancing the quality of academic and non-academic activities. The cell has developed a stern feedback system and ensures that the feedback is properly addressed in the syllabi revision and other policies. The cell ensures annual academic and administrative audits through internal as well as external committees.

Besides these, the cell regularly organises annual faculty development programmes since its inception. The Cell follows guidelines set by accrediting bodies of the Indian government.

Institutional Values and Best Practices

The University is committed to fostering inclusivity, sustainability and social responsibility. By providing adequate facilities and establishing dedicated Women Grievances Redressal Cell, Counselling Cell, Students' Grievances Redressal Cell and Internal Complaints Committee, the University ensures the well-being and safety of its members. A Gender-Audit is conducted to ensure a safe and a secure environment for all genders. The University provides necessary facilities to differently-abled students thereby fostering inclusivity, and equal opportunity for them.

Efficient waste management ensures well-being and supports environmental conservation. The University's Green Campus initiatives include reducing Single-Use Plastic, promoting green landscaping, imposing vehicle restrictions and engaging students in community services to cultivate environmental stewardship appreciation. The University has adopted five villages to contribute to the development of rural areas and to provide valuable learning experiences for the students and the staff. The University conducts lectures, seminars, and awareness programs to groom its community and the common people in its vicinity as responsible citizens of India.

Despite being a private institution, the University prioritises social responsibility comparable to that of a state university. To fulfil this commitment, practices such as "Community Service" and "Empowering Students through Scholarships" are deeply embedded in the University's culture. Needy students are afforded the option to pay their fees in instalments. Moreover, the University prides itself on an examination system characterised by transparency.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SRI GURU GRANTH SAHIB WORLD UNIVERSITY
Address	Sri Guru Granth Sahib World University, Opposite Gurdwara Jyoti Swarup Sahib
City	Fatehgarh Sahib
State	Punjab
Pin	140407
Website	www.sggswu.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	15-05-2008
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	07-10-2015	View Document
12B of UGC		

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

Location, Area and Activity of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Sri Guru Granth Sahib World University, Opposite Gurdwara Jyoti Swarup Sahib	Urban	80	58960	Undergraduate Courses, Post Graduate Courses, Integrated Courses, PG Diploma Courses, PhD		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

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

SRA program	Document
NCTE	101249_15659_4_1716200636.pdf
BCI	101249_15659_8_1716200613.pdf

Details Of Teaching & Non-Teaching Staff Of University

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	21				4				193			
Recruited	3	1	0	4	0	0	0	0	17	31	0	48
Yet to Recruit	17				4				145			
On Contract	15	2	0	17	1	0	0	1	37	108	0	145

<p align="center">Teaching Faculty</p>

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				106
Recruited	69	29	0	98
Yet to Recruit				8
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				28
Recruited	24	2	0	26
Yet to Recruit				2
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	1	0	0	0	0	14	27	0	45
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	2	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	15	2	0	0	0	0	9	14	0	40
M.Phil.	0	0	0	0	0	0	0	4	0	4
PG	0	0	0	1	0	0	28	90	0	119
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

	Male	**Female**	**Others**	**Total**
Emeritus Professor	5	2	0	7
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

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

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1119	50	0	0	1169
	Female	1795	33	0	0	1828
	Others	0	0	0	0	0
PG	Male	117	8	0	0	125
	Female	278	11	0	0	289
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	8	0	0	0	8
	Female	15	0	0	0	15
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	59	9	0	0	68
	Female	60	13	0	0	73
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	171	5	0	0	176
Female	582	4	0	0	586
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agriculture	[View Document](#)
Biotechnology	[View Document](#)
Botany And Environmental Science	[View Document](#)
Chemistry	[View Document](#)
Commerce And Management	[View Document](#)
Computer Science	[View Document](#)
Economics	[View Document](#)
Education	[View Document](#)
English	[View Document](#)
Food Processing Technology	[View Document](#)
History	[View Document](#)
Mathematics	[View Document](#)
Music	[View Document](#)
Physical Education And Sports Technology	[View Document](#)
Physics	[View Document](#)
Physiotherapy	[View Document](#)
Political Science	[View Document](#)
Punjabi	[View Document](#)
Social Sciences	[View Document](#)
Sociology	[View Document](#)
Sri Guru Granth Sahib Religious Studies	[View Document](#)
University School Of Law	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The University is among the first universities in the State to adopt NEP 2020. Following the thrust of NEP, the academic programmes designed for Undergraduate Programmes in semester mode, are student oriented, flexible and interdisciplinary as

	envisaged in UGC curriculum and Credit-Framework for undergraduate courses. The students can opt for Major, Minor, Multidisciplinary, Ability-Enhancement, Skill-Enhancement and Value Added Courses. The four-year undergraduate programmes have been designed in the disciplines: Science, Social Sciences, Languages, Performing Arts, Religious Studies, Medical Sciences, Commerce, Management and Computer Applications. Emphasis is placed on courses in the areas of community engagement, environmental education, and value based courses. Students may exit after one year, two years, three years or may complete the four years programme that leads to the award of the bachelor degree (honours/research) in a particular subject.
2. Academic bank of credits (ABC):	The institution has taken several initiatives to fulfil the requirements of the Academic Bank of Credits (ABC) as proposed in NEP 2020. All the students have registered on ABC portal and have ABC IDs. The Detailed marks sheets and Degrees have been uploaded in digilocker. The institution has also established guidelines and procedures for the transfer and accumulation of credits, ensuring transparency and consistency in credit recognition, and student mobility.
3. Skill development:	The University offers a comprehensive skill development programme to equip students with practical expertise and life skills. The University offers various courses in alignment to the National Skills Qualification Framework such as Soft Skills and Personality Development, Computer Skills, Entrepreneurship Skills, Basic-Pedagogical Skills, Intellectual-Property Rights, Sikh-Martial Arts, Bakery and Confectionery Product, Basic Course of Music, and Bee-keeping. The students must earn credits for at least two Skill-development courses throughout the programme. Through skill-based courses tailored to industry needs, students gain hands-on experience. The University fosters real-world exposure through internships.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The University is dedicated to the appropriate integration of the rich Indian knowledge system into its curriculum. It is reflected through various specialised courses and research focussed on Indian history, literature and culture. Bilingual teaching/examination is provided to the students for

	better inclusivity. Regular co-curricular events centred on Indian values and ethos facilitate scholarly discourse and cultural exchange. Regular educational tours to museums and places of historical importance deepen students understanding and appreciation of Indian heritage.
5. Focus on Outcome based education (OBE):	The University initiatives are aimed at transitioning its curriculum to Outcome-Based Education (OBE). The programmes integrate Outcome-Based Education (OBE) into teaching and learning practices which include learning activities directly aligned with the desired learning outcomes, formative and summative assessments which comprise assignments, projects, presentations, examination and practical demonstrations, timely and constructive feedback, a culture of self-assessment and reflection among students and innovative teaching methodologies, such as experiential learning, case studies, simulations and problem-based learning.
6. Distance education/online education:	In accordance with UGC guidelines, the University does not offer any programme through online or distance education mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Recognizing the significance of voting as a fundamental democratic right and responsibility, the University has set up an Electoral Literacy Club (ELC) in September 2019, with a dynamic team of students and faculty coordinators. By organising activities, discussions, and awareness campaigns, it fosters civic engagement among students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The University has appointed ten student coordinators and five Faculty coordinators to make Electoral Literacy Club effectively functional. The ELC is functional with following objectives: i. Empowering its academic community with the knowledge and motivation needed to participate meaningfully in the electoral process. ii. Educating the students about the importance of voting in a democracy, their rights and responsibilities as voters. iii. Guiding on how to register to vote and to help individuals understand the requirements and

	procedures involved. iv. Creating awareness among citizens to vote ethically, which includes voting without being influenced by money, gifts or any other undue influence.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club at Sri Guru Granth Sahib World University Fatehgarh Sahib is devoted to nurturing civic engagement and democratic involvement among students through a variety of innovative initiatives: i. Educational Programs: These initiatives elucidate the electoral process, encompassing voter registration and the electoral system. ii. Guest Lectures and Expert Talks: The Club invites experts, including election officers, to offer valuable insights and facilitate direct interaction between students and key figures in the field. iii. Voter Registration Campaigns: In-class voter registration campaigns are organised, simplifying the registration process for students. iv. Panel Discussions: The Club convenes panel discussions on political and social issues to encourage critical analysis, exploration of diverse viewpoints and constructive dialogue, focussed especially on ethical voting practices. vi. Inclusive Engagement: Efforts are made to enhance participation among marginalised sections of society by addressing voting barriers. While acknowledging the pivotal role of an informed and engaged youth in sustaining a robust democracy, these initiatives aim to increase voter registration and turnout among students and the locals.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Electoral Literacy Club of the University has conducted awareness drives like rallies for creation of awareness on voting, among the locals and the students. The Club celebrates National Voters Day every year, aiming to instil a deeper understanding of democratic values and the importance of active participation in the electoral process. Competitions like quiz, debates, representation of vitality of voting through rangoli, poster making, slogan writing and the like are organised to assess and enhance the participants; understanding of Indian electoral system. Impactful awareness campaigns under the SVEEP (Systematic Voter's Education and Electoral Participation) program are regularly organised; the events are usually graced by the representatives of the State bureaucracy, such as Deputy Commissioner, Additional Deputy Commissioner. The Club also

	arranges for demonstration of the working of Electronic Voting Machines (EVMs) to familiarise students with the EVM's operation and reliability. The Club also organises voter registration Camps within the campus.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Club also organises voter registration Camps within the campus, where BLO, guides unregistered eligible students to register themselves online, especially first-time voters who are within the age group of 18-19 years.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3238	3793	3006	2682	2791
File Description			Document	
Institutional Data in prescribed format			[View Document](#)	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
926	680	654	643	585
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
144	169	159	147	132
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 244

File Description	Document
Institutional data in prescribed fomat	**View Document**

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
380.91	358.51	396.12	533.78	546.99

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The University's curriculum is meticulously crafted to address developmental needs at the local, regional, national, and global levels. With a diverse array of fifty-six undergraduate and postgraduate programs spanning various academic disciplines such as agriculture, engineering, sciences, management, law, physiotherapy, languages, education, socio-religious studies, and performing arts, it ensures comprehensive coverage. Spanning twenty-three academic departments, the university offers a robust selection of over 1800 courses tailored to address the multifaceted requirements of its diverse student body and the broader developmental landscape. The institution's diverse offerings reflect its dedication to holistic education, contributing to local and global advancement.

Embracing the New Education Policy (NEP)-2020 framework from the current session (2023-24), the University demonstrates its commitment to modern educational paradigms. Beyond traditional UG/PG courses, the University emphasizes skill-based education through employability enhancement programmes, including the Post Graduate Diplomas, geared towards meeting both local socio-cultural needs and global market demands, thereby ensuring the employability of its students on a global scale.

The University employs a comprehensive approach to curriculum development. Since 2015, the institution has adhered to the Choice Based Credit System (CBCS) in accordance with UGC guidelines. Since its inception, the university has prioritized outcome-based education. Notably, starting from the 2021-22 session, detailed program outcomes and program-specific outcomes are clearly outlined in the syllabus. Furthermore, there is a deliberate alignment between course outcomes, program outcomes, and program specific outcomes to ensure coherence in the educational process. This approach enhances the overall learning experience for students and underscores the institution's commitment to academic excellence.

The University adopts a holistic approach to curriculum development, actively involving a spectrum of stakeholders. Regular revisions and updates to course curricula ensure alignment with the dynamic global landscape and regional demands. Through structured feedback channels from students, teachers, alumni, and employers, valuable insights are gathered, analyzed, and integrated. Proposed revisions are meticulously incorporated into syllabi and presented for approval by the Board of Studies.

The University's teaching departments consistently convene BOS meetings to craft innovative curricula that address evolving societal needs at local, national, and global levels. The syllabi endorsed by the BOS are then deliberated upon in Faculty meetings and ultimately sanctioned by the Academic Council, as delineated in the provided block diagram. Currently, the University boasts 11 operational faculties, each

comprising a distinct set of associated teaching departments. This collaborative process ensures that the curriculum remains dynamic and responsive to the ever-changing educational landscape and societal requirements.

At the University, the philosophy of delivering education of global standards has evolved into the "Learning by Doing" approach. This methodology aims to instill and nurture practical skills in students. Mandatory practical-based internships, projects, and dissertations are integral components of this approach, facilitating the application of domain-specific knowledge to address real-world challenges. By emphasizing experiential learning, the University ensures that students are equipped with the necessary skills and knowledge to thrive in diverse professional settings, aligning with its commitment to providing education of the highest quality on a global scale.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The University prioritizes providing students with a well-rounded education that extends beyond traditional academic learning. Our mission is clear: to enhance employability, foster entrepreneurship, and develop essential skills necessary for success in today's fast-paced world.

Employability

In the current competitive job market, possessing the right knowledge, skills, and experiences is crucial for graduates. Our programs are designed to ensure students are well-prepared for the challenges. For instance, the Faculty of Engineering and Technology, Agriculture, and Basic and Applied Sciences offer programs that are a blend of theoretical knowledge and practical training, preparing graduates for various careers in hi-tech companies, agricultural business, research, and related fields. Additionally, our Commerce and Management faculty offers a comprehensive understanding of business principles, preparing students for jobs in finance, marketing, and management.

Entrepreneurship

We believe in nurturing an entrepreneurial mind-set among our students. Through specialized courses, workshops, and experiential learning opportunities, we empower students to identify opportunities, think innovatively, and generate meaningful impact in the world. For example, the Commerce and Management program offers courses in entrepreneurship and innovation management, equipping

students with the tools to start and grow their own businesses. Similarly, our Engineering and Technology program encourages creativity and innovation, preparing students to launch start-ups or join innovative companies. The Faculty of Law provides legal knowledge with business acumen, preparing graduates to navigate legal complexities in entrepreneurship and business management. Moreover, our Medical Sciences faculty equips students with the skills to establish their own healthcare ventures, such as physiotherapy clinics or wellness centres.

Skill Development

In addition to academic excellence, we place a strong emphasis on developing essential skills critical for success in any career. Our programs offer opportunities for students to enhance their communication, critical thinking, problem-solving, and teamwork skills. For instance, our programs in education and sports focus on practical teaching experiences, physical fitness, leadership, and coaching skills, preparing students for roles in education, sports management, coaching, and fitness training. Similarly, our Engineering and Technology faculty provides specialized training in computer applications and programming languages, enhancing graduates' technical skills for roles in the IT industry. Additionally, our programs in languages, social sciences, and religious studies enhance language proficiency and cultural understanding, preparing graduates for careers in education, translation, or cultural preservation. Similarly, the Faculty of Music fosters musical talent and develops skills for diverse industry careers.

Revision

To maintain the relevance of our programs, we consistently evaluate our curriculum, solicit input from stakeholders such as students, faculty, alumni, and employers, and integrate the latest technological advancements. Through ongoing enhancements guided by advisory boards, we strive to ensure that our students are well-equipped for the ever-evolving demands of dynamic careers.

In conclusion, at our university, we are committed to providing students with a holistic education that prepares them not only for successful careers but also for lives of purpose and fulfillment. Through our emphasis on employability, entrepreneurship, and skill development, we encourage our graduates to make meaningful contributions to their communities and the world at large.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 36.5

1.2.1.1 Number of new courses introduced during the last five years:

Response: 683

1.2.1.2 Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :

Response: 1871

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The University is dedicated to providing a holistic education that goes beyond mere academic achievement. Our curriculum is thoughtfully crafted to encompass a range of cross-cutting themes such as professional ethics, gender equality, human values, and environmental sustainability, all in line with the Sustainable Development Goals. From the current academic session onwards, the University has also embraced the National Education Policy 2020 with the aim of augmenting students' competencies and societal awareness.

Professional Ethics

The importance of professional ethics lies in our educational philosophy, which guides individuals across all disciplines to make principled decisions. Whether in the Faculty of Law and Management, where courses delve into ethical dilemmas to foster critical thinking, or in the Faculty of Education, which integrates inclusive education and information literacy, or even in the Faculty of Medical Sciences,

which prioritizes instilling healthcare professionals with a strong ethical foundation, our students are immersed in an environment that values ethical conduct. Through workshops, case studies, internships, industrial visits and role-playing exercises, they enhance their ability to navigate complex ethical landscapes.

Gender Equity

Gender equality is fundamental and is actively promoted. Faculties such as Social Science and Education lead initiatives to promote gender equity and challenge stereotypes. The Law faculty advocates for gender equality and human rights through legal avenues, while Commerce and Management focus on fostering inclusive workplaces and responsible business leadership. Our university actively supports National Service Scheme (NSS) activities, promoting social welfare, cross-cultural understanding, and gender-sensitive sensitization. Special events such as Women's Day and National Girl Child Day serve to raise awareness about gender rights, supported by the teachings of Shri Guru Granth Sahib Ji, emphasizing morality, humanity, and values.

Human Values

Human values, including empathy and respect, are deeply ingrained in our educational fabric. Rooted in the teachings of Shri Guru Granth Sahib Ji, our curriculum is complemented by language and cultural studies that promote cross-cultural appreciation. To promote the teachings of Sri Guru Granth Sahib ji our university has instilled a compulsory course in each faculty, i.e., **Sri Guru Granth Sahib: Brief Introduction.** Additionally, we emphasize the importance of imparting human values through religious activities, cleanliness drives, blood donations, and health check-up camps.

Environmental Sustainability

Environmental sustainability is our top priority. A mandatory course on **Environmental Studies** has been incorporated to educate students about their surroundings and the Earth's ecosystem. Faculties such as Agriculture, Basic and Applied Sciences, Engineering and Technology provide students with hands-on field experiences and research projects to equip them for addressing environmental challenges and developing sustainable solutions, while the Law faculty teaches legal frameworks for environmental protection. Students engage in hands-on activities such as tree planting campaigns, waste management projects, and organic farming demonstrations to raise awareness about environmental issues and inspire proactive measures for conservation.

By integrating these interdisciplinary themes into our curriculum, we aim to prepare students for successful careers while nurturing ethical leaders committed to positive change. Our institution takes pride in shaping responsible global citizens dedicated to building a sustainable, equitable, and just world.

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

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 44

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 82.14

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 46

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 56

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Feedback analysis report submitted to appropriate committee/bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis and its report to appropriate committee/bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 57.59

2.1.1.1 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2155	2880	2470	2410	2405

2.1.1.2 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
1786	1823	1430	1020	1036

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document]
Institutional data in the prescribed format (data template)	[View Document]
Document relating to sanction of intake as approved by competent authority	[View Document]
Admission extract signed by the competent authority (only fresh admissions to be considered)	[View Document]
Provide Links for any other relevant document to support the claim (if any)	[View Document]

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 58.7

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
578	737	731	686	662

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1006	1377	1155	1127	1117

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

At SGGSWU, the diverse needs and capabilities of students, influenced by variations in economic,

cultural, and linguistic backgrounds, as well as abilities and interests, necessitate a customized educational approach. The institution is committed to providing equal educational opportunities. Educators at SGGSWU consciously address diversity, striving to meet the educational needs of students from various backgrounds, including those from less privileged communities.

A key component of this approach involves conducting **need assessments and identifying knowledge** gaps among students to enhance their academic performance. At the beginning of each academic year, a **comprehensive orientation program** is held for new students, introducing them to the university's vision, program structure, course objectives, assessment methods, field experiences, extracurricular activities, facilities, and regulations. **Regular sessions on communication skills, personality development, time management, and motivation are organized to promote holistic student development**. Instruction is provided in both **English and regional languages to accommodate diverse linguistic preferences.**

Slow performers

The University offers targeted intervention programs for students requiring extra help with specific topics or concepts. These programs provide additional instructional support through peer or small-group seminars, one-on-one tutoring, and mentorship from knowledgeable faculty members. Remedial classes, tutorials, and focused assignments are designed to address specific areas of difficulty and reinforce understanding. Teachers and mentors dedicate extra time to assist slow learners, supplying supplementary materials like question banks and study notes. The institution prioritizes areas where students need the most support to help them build a strong foundation.

Advance learners

Conversely, advanced learners are encouraged to **participate in inter-university competitions** to stimulate intellectual growth. The University fosters continuous learning and intellectual engagement through activities like **periodic discussions, journal clubs, film screenings, group discussions, and open debates.**

Advanced learners are engaged through **peer tutoring, student coordinators, and a student mentorship framework**, facilitating their active involvement in the learning process. A robust student mentoring system allows mentors to closely monitor academic progress and maintain regular communication to identify and address any learning or personal well-being issues.

Advanced learners benefit from **close collaboration with industry professionals, guest lectures, and educational tours, which enhance their practical understanding and industry connections**. Internship opportunities and mentorship programs further assist these students in gaining valuable real-world experience.

The Office of the **Dean Students Welfare** offers comprehensive support to students, including opportunities for scholarships, fellowships, awards, and club memberships. These activities are regularly organized at both departmental and university levels.

To ensure that the programs offered by the University effectively address the diverse learning needs of students, **a supportive and inclusive learning environment** is meticulously maintained. Faculty members engage in continuous professional development to broaden their teaching methodologies and

strategies. They implement **innovative instructional techniques**, such as differentiated instruction, adaptive learning technologies, and experiential learning approaches, to engage students at various levels of learning and accommodate diverse learning styles.

File Description	Document
Upload Any additional information	[View Document]()
Provide link for additional information	[View Document]()

2.2.2

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

Response: 22.49

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document]()
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document]()

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The University places a strong emphasis on student-centric methodologies to enrich the learning experience, with a particular focus on experiential learning, participative learning, and problem-solving approaches. Acknowledging the diverse student population, the department meticulously defines Program Outcomes (PO), Course Outcomes (CO), and Programme Specific Outcomes (PSO) to guide instructional planning and facilitate student learning processes. This structured curriculum design ensures the systematic progression of concepts, fostering both knowledge acquisition and application.

EXPERIENTIAL LEARNING

Experiential learning serves as a fundamental pillar of the university's educational philosophy.

1. Various activities such as **workshops, tutorials, project-based assignments, field trainings, capacity building programs, school initiation programs**, and **field visits** are meticulously orchestrated to provide students with practical insights.
2. Additionally, regular **excursions to educational institutions**, research centers, museums, and fairs offer valuable opportunities for students to deepen their understanding.
3. Furthermore, immersion in **field programs, internships, and simulated teaching sessions**, varying from short-term to long-term engagements, enriches students' comprehension and practical skills.
4. **Community engagement** initiatives provide avenues for exploring socio-cultural perspectives relevant to the curriculum, while courses focusing on professional competencies and skill development offer exposure to diverse facets of teaching.

PARTICIPATORY LEARNING

Participatory learning methodologies are actively employed to uphold child-centric pedagogies through cooperative and collaborative techniques.

1. Discursive formats such as panel discussions and debates are integrated into courses like sociology and political science to foster analytical and critical thinking competencies among students.
2. Group-based assignments, workshops, and seminars are utilized to nurture social skills and promote active engagement.
3. Student-led presentations and seminars not only contribute to conceptual mastery but also aid in confidence building and oratory refinement.
4. Additionally, a wide array of discipline-specific extracurricular and supportive activities, including creative endeavors such as short film production and drama, serve as conduits for effective conceptualization and expression.

PROBLEM SOLVING

The cultivation of problem-solving skills is a key focus within the university departments, achieved through various modalities.

1. Real-world scenarios and discussions pertaining to budgetary and governance concerns are seamlessly integrated into relevant coursework, providing students with practical insights.
2. Case study analyses offer valuable opportunities for students to grapple with educational and occupational challenges, fostering critical thinking and decision-making abilities.
3. Moreover, student involvement in class and departmental committees nurtures organizational skills through event coordination, while tutorial sessions prioritize the development of application-oriented proficiencies, with an emphasis on learner-centered methodologies.

ICT RESOURCES

1. In leveraging ICT resources, the departments utilizes PowerPoint presentations as visual aids during lectures, facilitating the structured organization of content and enhancing comprehension.
2. Additionally, the integration of e-content, comprising digital resources such as online modules, videos, interactive simulations, and electronic textbooks, into course materials enriches the learning experience.

In conclusion, the university's commitment to student-centered methodologies and the effective utilization of ICT-enabled tools ensures an enriching teaching-learning process that caters to the diverse needs and preferences of its student population. Through experiential learning, participative learning, and problem-solving approaches, students are empowered to become lifelong learners equipped with the necessary skills to thrive in a dynamic world.

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

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The commitment of the University to the holistic development of the students goes beyond academic excellence. It is recognized that nurturing their psychological well-being is essential for their overall growth and success. In line with this philosophy, **comprehensive support systems** aimed at fostering a nurturing and inclusive environment for all the students has been established.

The Mentor-Mentee Scheme stands as a cornerstone of the approach. This initiative not only fosters a strong emotional connection between faculty members and students but also lays a robust foundation for mentorship and guidance. Through this scheme, carefully selected faculty members and peers, renowned for their empathetic nature and excellent communication skills, serve as mentors to the students. This personalized approach ensures that each student receives **individualized support and guidance tailored to their unique needs and aspirations.**

Moreover, the value of **peer-to-peer learning and support is** recognised. Hence, a peer tutoring program has been established wherein high-achieving students assist their peers in academic endeavors. This collaborative approach not only enhances academic performance but also cultivates a culture of mutual support and camaraderie among students.

In addition to academic support, the mentors play a pivotal role in providing **career counseling** to our students. They offer guidance on choosing electives and courses, developing study plans, and setting ambitious yet achievable goals. Furthermore, mentors offer personalized assistance on complex concepts, clarify doubts, and recommend additional resources for further learning. By providing this comprehensive academic support, the students are empowered to excel in their chosen fields.

However, it is understood that academic success is just one aspect of a student's well-being. Therefore, equal emphasis is placed on addressing psychological issues and promoting emotional wellness. The socio-cultural diversity at the university necessitates a nuanced approach to providing emotional and psychological assistance to our students. The mentors serve as compassionate listeners, offering a safe

space for students to express their concerns and seek guidance. They help students devise coping strategies to manage stress and personal challenges, fostering resilience and emotional intelligence.

Moreover, it is also understood that some issues may require professional intervention. In such cases, the mentors ensure that students have access to the necessary support services, including counseling and therapy. By prioritizing the mental health and well-being of our students, we strive to create a supportive and inclusive environment where every individual can thrive.

In conclusion, the University is committed to nurture the holistic development of our students by providing comprehensive support systems that address their academic, emotional, and psychological needs. Through initiatives such as the Mentor-Mentee Scheme, peer tutoring program, career counseling, and psychological support services, the students are empowered to achieve their full potential and become resilient, well-rounded individuals prepared to face the challenges of the future.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 79

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
184	202	196	190	174

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 66.39

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 162

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 9.76

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1405

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 18.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	09	13	10	33

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	62

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3034	3221	2765	2414	2492

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	[View Document](#)
The report on the present status of automation of examination division including screenshots of various modules of the software.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of the purchase order and bills/AMC of the software.	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Each department has articulated its Vision, Mission, and Program Outcomes (POs) in harmony with the University's overall objectives. The POs are thoughtfully designed to include the knowledge, skills, attitudes, and values students should acquire by the end of their programs. These outcomes are created using the revised Bloom's Taxonomy to ensure a comprehensive and well-rounded learning experience.

To ensure the successful implementation of Outcome-Based Education (OBE), faculty members regularly participate in training sessions and workshops. These professional development opportunities equip them with the necessary knowledge, skills, and competencies to align their teaching methods, assessment strategies, and course materials with the established POs. Faculty members also use suitable pedagogical approaches and Bloom's levels to ensure the achievement of Course Outcomes (COs), thereby enhancing the students' overall learning experience.

Communication of PO and CO

The Learning outcome, including the POs and COs, are widely publicized through the Official Website of the University. The Programme Outcomes, Programme Specific Outcomes, and Course Outcomes for courses offered by the departments are stated and communicated to the teachers and students through Board of Studies meetings, student-teacher meetings and orientation programmes. At departmental level need analysis is done to incorporate required course content keeping in view Course Outcome, Programme Specific Outcomes, and Programme Outcomes through discussion with the expert members of the Board of Studies in each programme. The expected Programme Outcomes are communicated to the students during the orientation programmes held in the first week after admission. The Course Outcomes are deliberated upon by the teachers handling the respective courses in their classes. The syllabus is made available to the students through handouts and also through the university website. At the end of each year, the academic performance of the students is reviewed by the departments and problems, if any, are discussed. The gaps in achievement of course and programme outcomes are identified and efforts are done to remove them. With respect to the feedback and suggestions received the curricula are revised in board of studies and same is implemented after obtaining the approval of the Academic Council of the University.

Attainment of outcomes:

Continuous evaluation through mid-semester examinations provides a direct assessment of students' theoretical knowledge. Practical examinations, evaluated both internally and externally, assess students' practical and application skills. Seminars and presentations evaluate communication skills in addition to subject knowledge, while assignments assess students' ability to gather information, write effectively, and demonstrate originality. Project reports evaluate students' application of knowledge to real-life problems, planning and execution of experiments, data presentation, result analysis, and ability to complete tasks within a set timeframe. Informal feedback from students, alumni, employers, and parents also monitors student performance.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 77

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

Response: 713

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the Controller of Examinations indicating the pass	[View Document](#)
Annual report of COE highlighting the pass percentage of students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.91

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

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The University promotes the research environment and focusses on quality research. The SGGSWU research community is continuously working to solve real-time problems which are vital for the world and intellectual society. It emphasizes on collaborative, interdisciplinary and multidisciplinary research for solving the issues confronting India and other developing nations. Devoted to the studies of national and international significance, the areas like engineering, food processing, agriculture, biotechnology, physiotherapy, chemistry and physics, business and administration, law, physical education, religious studies, philosophical, literary and cultural dimensions of human life are being explored.

The office of Dean Research has been established to streamline the promotion of research activities, identifying thrust areas and to plan short and long term strategies for accomplishment of the research goals. Currently the Ph.D. (Doctor of Philosophy) programme is running in 23 disciplines and 148 research scholars are enrolled for Ph.D. in these disciplines. The Ph.D. program is strictly run as per UGC "Minimum Standards and Procedures for award of Ph.D. degree Regulations-2022" dated 07.11.2022 wherein all the candidates are required to qualify an entrance exam followed by completion of a Pre PhD Course work. The research is monitored via a three tier system at departmental, faculty and University level via Research Advisory Committee (RAC), Research Degree Committee (RDC) and Research Degree Board (RDB).

The Research and Development cell at the University serves as a catalyst for innovation and intellectual growth within the University, driving academic excellence and contributing to societal development through research and development initiatives.

The Institutional innovation cell of SGGSWU, Center for Scientific Research and Innovation (CSRI-SGGSWU) has been constituted with an aim to promote innovative research, garner funding for research from various industrial and academic organizations and to promote entrepreneurial skills among the students and faculty of the University. The thrust of the cell is transforming an innovative idea into a marketable product so as to help an inventor of today to become an entrepreneur of tomorrow.

The Central Instrumentation Laboratory (CIL) at Sri Guru Granth Sahib World University was established with the aim of having a central facility in the University Campus to carry out high end testing which will be beneficial to PhD scholars and projects of the students of the University and people from nearby areas. It was envisaged to have state of the art testing and characterization facilities to cater to the high-end testing needs of the industry, society as well as educational institutes at nominal charges.

The University is committed to maintain research ethics and academic integrity, the two most important components of academic activities in teaching or research. The University has the subscription of plagiarism check software Drillbit (Earlier URKUND) which is available to students and staff free of

cost.

Sri Guru Granth Sahib Department of Religious Studies of SGGSWU publishes two Bilingual Journals: Journal of Sri Guru Granth Sahib Studies and Journal of Religion and Sikh Studies. The Journal of Religion and Sikh Studies is listed in UGC-CARE List at Sr. No. 437.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 0

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

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

Response: 1.23

3.1.3.1 **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Response: 3

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers.	[View Document](#)

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 10.81

3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 16

3.1.4.2 **Number of PhD Scholars enrolled during last five years**

Response: 148

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E copies of fellowship award letters (mandatory)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Governme006Et

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 41.62

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.01

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

Response: 3

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
E-copies of the grant award letters for research projects sponsored by government agencies.	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Institutional Innovation Cell-SGGSWU, CSRI-SGGSWU

The Institutional innovation cell of SGGSWU, Center for Scientific Research and Innovation is constituted with an aim to promote innovative research, garner funding for research from various industrial and academic organizations and to promote entrepreneurial skills among the students and faculty of the University. The major objective of the center is to provide support for innovative research by providing a convenient platform for the innovative and entrepreneurial skills of the stakeholders. The thrust of the cell is transforming an innovative idea into a marketable product so as to help an inventor of today to become an entrepreneur of tomorrow. For this objective the center works for the identification, promotion, technology transfer and commercialization of innovative ideas.

IPR Cell

The IPR policy intends to define a process for protection of Intellectual Property (IP), and the utilization of IP through transfer of IP rights, along with related administrative procedures, with specific objectives defined as under:

1. To promote an ecosystem that is conducive to the development of diverse varieties of research and innovation in Sri Guru Granth Sahib World University (SGGSWU), Fatehgarh Sahib, Punjab
2. To facilitate and encourage SGGSWU faculty and students to carry out creative and innovative research work by nurturing new ideas eligible for IPRs protection
3. To create awareness among SGGSWU faculty/researchers/students about the process of securing and protecting the IPRs, and to create respect for others IP rights
4. To undertake the identification of IP in various research and academic activities of SGGSWU
5. To provide an efficient, transparent and fair administrative setup for the protection, ownership, control and transfer of the intellectual property (IP) created and owned by the University.
6. To facilitate the commercialization and licensing of IP owned by the University including start-ups.
7. To provide a fair and transparent setup for sharing of revenues generated from IP among stakeholders.
8. To encourage and promote collaborative arrangements between University and third parties through better clarity on IP issues.

Incubation Center

The vision and purpose of Incubation Centre at Sri Guru Granth Sahib World University, Fatehgarh Sahib is to create an innovation-driven ecosystem within the University. It fosters pre-incubation, incubation, and entrepreneurial culture among the students. It enables leveraging the existing pool of faculty members, researchers, and research facilities; the center nurtures new ideas within the University system. The Young innovators receive support to transform their ideas into full-fledged start-ups. The Incubation Centres at the Department of Agriculture, Department of Food Processing and Technology and Physiotherapy Department are successfully running under the flagship of the Central Incubation Centre of Sri Guru Granth Sahib World University, Fatehgarh Sahib.

Indian Knowledge System Cell

The University has established an Indian Knowledge System Cell**,** an initiative to promote and preserve indigenous knowledge, traditions, and practices. This initiative underscores the University's dedication to not only acknowledging but actively fostering diverse intellectual traditions. By doing so, it is poised to catalyse research and innovation within these realms recognizing the rich tapestry of wisdom

embedded in indigenous knowledge system.

File Description	Document
Upload any additional information	[View Document](#)
Link for Additional Informationa	[View Document](#)

3.3.2

Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years

Response: 44

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e- Copies of award letters issued by the awarding agency	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

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

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

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

3.4.2

Total number of Patents awarded during the last five years

Response: 2

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
e-copies of letter of patent grant	[View Document](#)

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 2.26

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

Response: 122

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

Response: 54

File Description	Document
PhD Award letters to PhD students.	[View Document](#)
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

3.4.4

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 1.26

3.4.4.1 **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 308

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.61

3.4.5.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 148

File Description	Document
List of chapter/book with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

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3.4.6

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 initiative
    6. For institutional LMS

Response: D. Any 2 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
Give links to upload document of e-content developed showing the authorship/contribution	View Document
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	View Document

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3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 20.14

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)

3.4.8

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

Response: 44

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

The University students regularly engage in community clean-up drives, health awareness campaigns, literacy outreach, and cultural exchange which has not only equipped the students with essential life skills but has also sensitized them to the pressing challenges faced by the communities. The impact is evident in observed behavioral changes, such as improved hygiene practices, reduced littering, and increased community engagement. As a result, these initiatives serve as valuable components of the educational framework, fostering socially responsible individuals prepared for the challenges of a diverse and interconnected world.

NSS volunteers and University students actively took part in The Fit India Campaign, encompassing diverse activities, promotes a culture of fitness and well-being. Additionally, phsyiotherapy and medical camps under this initiative provide essential healthcare services, conducting health check-ups and spreading awareness. These combined efforts align with the campaign's goal of fostering a healthier nation by emphasizing the significance of regular exercise, preventive healthcare, and holistic well-being.

The University took proactive steps under the 'Swachhta Hi Seva' campaign, initiating a comprehensive cleanliness drive to promote a cleaner and greener campus. Emphasizing "Say No to Single-Use Plastic," the campaign aimed to reduce plastic waste. Various activities included waste segregation, campus clean-up, and awareness sessions on the environmental impact of single-use plastics. Additionally, a "Green Diwali Initiative" was launched to encourage eco-friendly celebrations.

Under the Rural Agricultural Work Experience (RAWE) programme, the University spearheaded a transformative Agricultural Education Campaign. The campaign prioritized a multi-pronged strategy. Firstly, it actively campaigned against stubble burning and advocated sustainable practices to safeguard the environment. Simultaneously, a comprehensive survey was conducted to understand the prevalent agricultural challenges within the community. This data-driven approach enabled targeted interventions. Furthermore, the campaign included impactful education workshops for villagers, providing valuable insights into modern farming techniques, water conservation, and the adoption of organic cultivation practices.

The Community Learning Programme implemented by the institution has proven to be a transformative initiative, addressing diverse aspects of community development. Career exhibitions have provided individuals with invaluable insights, paving the way for informed career decisions. Expert talks on adolescent mental health have contributed to destigmatizing mental health discussions and equipping young individuals with coping mechanisms. Workshops on menstrual hygiene have broken cultural taboos, promoting health and hygiene practices among participants. Nutritional awareness programs have empowered the community with knowledge about balanced diets and healthy eating habits.

NSS volunteers showcased exemplary commitment and active participation in a series of impactful programs, notably the National Integration Camp, leadership programs, and life skill development initiatives. The National Integration Camp provided a platform for cultural exchange and unity, fostering a sense of national identity among volunteers. Leadership programs equipped them with essential skills, nurturing their potential to lead and contribute to society. Life skill development sessions focused on honing practical abilities, promoting personal growth. Sharandeep Singh, a dedicated NSS volunteer, exemplified the spirit of service, earning a place in the Republic Day contingent for 2022.

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

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 184

3.6.2.1 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
60	41	32	45	6

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages 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: 147

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

The University takes pride in having a lush green campus with a well-built infrastructure and physical facilities. The University has an aesthetically pleasing and seamless environment by maintaining infrastructure, cleanliness and ensuring safety and security of its students.

The University has well-equipped, ventilated, and spacious classrooms for effective teaching-learning process. With ergonomic furniture, interactive panels and multi-media aids, the university facilitates a dynamic learning environment to stimulate student interest and involvement.

To convert theoretical knowledge into practical understanding, the university has 58 adequately equipped laboratories to explore, innovate and experiment across various disciplines. Adequate safety measures are taken to facilitate a secure learning environment.

The University leverages a range of ICT (Information and Communication Technology) enabled facilities to enhance various aspects of academic life and administration. Smart classrooms equipped with multimedia tools and interactive displays facilitate dynamic and engaging teaching. The University has around 80 classrooms with LAN/Wi-fi facility and portable projectors that ensure access to educational content beyond par.

Learning Management Systems (LMS) serve as centralized platforms for course management, enabling faculty to upload resources, assignments, and assessments. The students can access these materials, submit assignments electronically, and engage in online discussions, thereby, fostering collaborative learning. The Administrative processes of the University are streamlined through ICT, with online registration, digital grading systems, and electronic communication tools. Campus-wide Wi-Fi ensures connectivity, supporting both academic and administrative functions.

The University provides a platform to the students to showcase their talent beyond academic achievements, contributing to a more holistic and well-versed education. PARGAAS, an annual cultural event of the University, encourages the students from various schools, colleges, and other institutions to showcase their talent in varied events. The traditional folk dances form an integral part of the celebration.

Apart from this mega fest, various festivals are also celebrated with great fervour, bringing students together in joyous festivities. The university has two seminar halls and signed an MoU with its sister concern, Baba Banda Singh Bahadur Institute of Engineering and Technology, for its Auditorium to conduct various cultural and academic events.

Equally important is the function of games and sports in fostering teamwork and collaboration. This not only contributes to a healthy social environment but prepares the students for collaborative efforts for future endeavours. The Department of Physical Education & Sports Technology aims to instil an experience of camaraderie and teach students the importance of working together towards a common goal. To promote sports culture in the University, different indoor and outdoor facilities are created in about 20 acres of land. The University teams participate in Inter-University and State level competitions. To attract students towards games and sports, well maintained spacious grass playfields/grounds are being provided by the department.

The University has 400 meters Track, Hockey & Football Field, Cricket & Rugby Ground, Kabaddi & Handball Court, Kho-Kho Ground, Badminton & Lawn-tennis Cemented Court, Basketball Court, Softball Ground and Gatka Arena.

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

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 2.35

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
7.45	7.08	8.13	11.02	18.44

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The University Library is named after a great scholar of Persian, Bhai Nand Lal Ji, who had the privilege of being one of the fifty-two poets of Sri Guru Gobind Singh Ji. The University library has been on a rapid and consistent path of expansion and development since its inception, catering to the learning and research requirements of the faculty and the students. The access to library resources is given via barcode membership card generated using SOUL-ILMS (Integrated Library Management System). The library at SGGSWU is automated with digital facilities using an ILMS and has adequate subscriptions to e-resources and journals. An ILMS streamlines various library functions, including cataloguing, circulation, acquisition, and user management. It allows for centralized control and efficient organization of library resources. Furthermore, the users are provided with OPAC (Online Public Access Catalogue) and modern reprographic facilities. The library has perpetual subscriptions of SPSS, along with membership of DELNET. The University has signed an MoU with INFLIBNET too. Numerous books are added to the library every year based on faculty recommendations and presently the collection is above 35,000 books. The reading hall of the library is fully air-conditioned along with provision of a photocopy facility for teachers as well as students. The library has also maintained an e-resource computer room equipped with fifteen desktop computers with internet facility enabling access to open journals. The touch-screen systems enable efficient handling of check-ins, check-outs, and renewals, enhancing the overall circulation process. ILMS allows for the creation and management of user accounts, tracking borrowing history, fines, and preferences. Also, CCTV cameras have been installed to keep vigilance in the library premises. It is worth mentioning that the University library has received a very rare and old book collection relating to Sikh religion and history, from SGPC Head Office, Chandigarh.

Besides the centralized library, the University has various departmental libraries viz. Department of Education, School of Law, etc. for the facilitation of their respective students.

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

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 0.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.91	0.80	1.79	0.62	2.99

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

IT Policy Framework: SGGSWU has established a comprehensive IT policy that serves as a framework for utilizing the University IT infrastructure, ensuring users have access to the latest facilities. IT Policy governs the responsible use of IT resources with IT Cell focusing on deploying the latest equipment,

maintaining a Wi-Fi-enabled campus, and regularly upgrading IT infrastructure.

Budget Allocation: SGGSWU makes appropriate budgetary provisions to support the IT policy, ensuring the availability of necessary IT infrastructure.

Internet Connectivity: The University has set up internet connectivity through a dedicated 250 Mbps fiber optic Internet Lease Line (1:1) provided by BSNL.

IT Support and Alignment: SGGSWU actively provides IT support to stakeholders, aligning with government policies on IT and E-Waste management.

Systems with configurations

Desktop Systems (Total: 458):

1. Configurations include Intel i5, Intel i3 processors with 2-4 GB RAM and 500GB to 1TB Hard disk.
2. Additional configurations feature Dual Core, Core 2 Duo, P4 processors with 2-4 GB RAM and 250GB to 500GB HDD.

Laptops (Total: 253)

Computing facilities:

1. High speed Internet in all Computer Labs
2. Wi-Fi Campus including Hostels
3. Printers / Scanners
4. LCD Projector
5. LAN/ Wi-Fi in Classrooms
6. Smart LED TV
7. Webcams

LAN Facility and Software

SGGSWU ensures seamless connectivity across the campus through a unified network, allowing users to access internet and intranet resources.

Wi-Fi facilities in the campus and hostels enable internet connectivity for users through a sophisticated and fully networked campus equipped with state-of-the-art IT infrastructure, computing, and communication resources. Additionally, the network supports students in their project and seminar preparations. Academic, examination and server software with anti-virus are avialable in the University.

Other facilities:

1. IBM Blade Servers with 10Gb Switch: The University infrastructure boasts IBM Blade Servers, including Flex Node x220 and Flex Node x240, accompanied by a 42U APW President Cyber Rack.

2. CCTV Surveillance Campus Up-gradation: The University's commitment to security is evident

through the on-going upgrade of CCTV surveillance across the campus.

3. Firewall Procurement: SGGSWU has invested in robust security measures with the acquisition of the GAJSHIELD GS 365NU Hardware-based Firewall.

4. Biometric System Upgrade: To enhance access control, the University recently upgraded biometric systems and implemented a state-of-the-art Access Control System.

5. Academic Lab Upgradation: The University academic labs undergo regular upgrades to align with software requirements, ensuring conducive learning environment.

6. Secure Wi-Fi Coverage with Access Points: Access points from trusted brands like D-Link and Motorola are strategically installed to provide secure Wi-Fi coverage.

7. Online UPSs in Computer Labs: Each computer lab is equipped with reliable Online UPSs to ensure uninterrupted power supply.

8. End-User UPSs: The University prioritizes the convenience of end-users by providing UPS support.

9. Diverse Range of End-User Desktops: The Users have access to desktops from reputable brands, including DELL, Lenovo, HCL, and CHIRAG.

10. Cloud Storage Integration: The University facilitates seamless data management with the integration of cloud storage, specifically Google Drive.

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

4.3.2

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

Response: 4.29

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 755

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	[View Document](#)
Purchased Bills/Copies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. Audio visual center, mixing equipment, editing facilities and Media Studio
2. Lecture Capturing System(LCS)
3. Central Instrumentation Centre
4. Animal House
5. Museum
6. Business Lab
7. Research/statistical database
8. Moot court
9. Theatre
10. Art Gallery
11. Any other facility to support research

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	[View Document](#)
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 27.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
149.68	91.07	79.69	119.18	159.45

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

For optimal discharge of its physical, academic and support facilities like sports grounds, classrooms, laboratories, seminar halls, library, etc., the University has developed a proper system for maintaining, servicing, and observing the departments. Governing body of the University has the decision-making power for development and maintenance of infrastructure work. University ensures the optimal utilization of its resources allocated in the annual budget for maintaining and up gradation of its infrastructure. Regular meetings are held to discuss all plans and projects to be taken in an academic year. Different committees are elected by higher authorities so that timely decisions can be made to

construct new buildings, maintain, and repair old buildings, etc. These committees thoroughly review and check the proposals submitted by the Departmental Heads before approval. Further, the University has a strong internal audit system to review the annual budget and financial statements before its final submission to external auditors.

The University has a proficient team of members for the maintenance of its computer networks and electronic systems. A sound team of trained technicians has been constituted for the smooth and uninterrupted power supply along with installation of physical and technical facilities. Security guards have been engaged at appropriate places for the security of the campus infrastructure.

Laboratory: Lab-in-charges are responsible for the repair and maintenance of labs in the University. Laboratory assistants ensure proper maintenance of laboratories, physical verification of lab equipments, etc.

Library: University has a fully air-conditioned and wi-fi enabled library. Server maintenance team regularly visits the library to maintain the IT infrastructure facilities. All faculty members and students are allocated unique ID and password to access the services. HODs are authorized to submit the requirement of books of their respective departments to the library committee which makes the books available in the library as per departmental requisition.

Sports Complex: The University has a sports complex for various indoor and outdoor games for the students. Inter-department Annual Sports meet is organized by Department of Physical Education every year. The sports complex is maintained and upgraded timely for the facilitation of the students.

Computers: IT Cell along with the lab- in charges is responsible for maintenance and utilization of internet, Wi-Fi, and Lan Services. The Department of Computer Science and IT cell are accountable for the smooth running of ERP System, Biometric services, troubleshooting of hardware and University website. The university timely upgrades its systems as per the requirement.

Classrooms: The classrooms are fully equipped with Projectors/LEDs and Wi-Fi facility. Various seminar halls are equipped with audio-visual setup. IT team monitors the IT facilities in classrooms as well as seminar halls. CCTV cameras are installed in various corridors to monitor the infrastructure.

Power Supply: For monitoring electrical equipment, solar panel and generators, a team of trained staff regularly monitors the functioning for smooth and uninterrupted power supply in the University. Junior Engineer (JE) of the University is readily available for addressing electricity issues. Technicians maintain generators, water tanks, electric motors, and fire extinguishers as needed.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 67.18

5.1.1.1 *Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
2938	2521	1996	1590	1375

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority	[View Document](#)
Upload Sanction letter of scholarship and free ships (in English).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Counselling Cell: The University has established a dedicated counselling cell within the campus. The cell offers personalised guidance, career assessments, and advice according to individual student's needs.

Career Assessment Tools: The cell provides access to career assessment tools and personality tests to help students identify their strengths, interests, and career preferences.

One-on-One Counseling: The cell also conducts individual counseling sessions where students can discuss their career aspirations, and concerns, and receive personalised guidance on exam preparation and career choices.

Workshops and Seminars: The cell in collaboration with the training and placement cell organises workshops, seminars, and guest lectures by industry professionals, alumni and experts in various fields. These events cover topics like resume building, interview skills, networking, and specific exam preparation strategies.

Mock Tests and Practice Materials: The students are offered mock tests, practice exams, and study materials for competitive exams. These resources aid students in familiarising themselves with the exam format, evaluating their progress, and refining their preparation strategies.

Mentorship Programs: The University arranges mentorship programs connecting students with professionals or alumni who offer guidance, advice, and insights into career paths and exam preparation.

Networking Opportunities: Facilitates networking events, career fairs, or industry-specific meet-ups where students can interact with professionals and explore potential career paths.

Regular Updates and Notifications: Keeping students informed about exam dates, application deadlines, changes in exam patterns, and other relevant updates through emails and newsletters, as well as bulletin boards.

Information pertaining to Financial Aid: Providing information about scholarships, financial aid, or support programs available for students aiming to pursue further studies or competitive exam preparations.

Virtual Counseling Sessions: Organizing virtual counselling sessions through video conferencing or telecommunication services. This approach enables students in rural areas to receive guidance from counsellors without the need to travel long distances.

Collaborations with Local Institutions: Partnering with local schools, community centres, or NGOs to establish counselling centers or organise counselling camps. This ensures that students in rural areas have access to guidance without having to travel far.

Career fair: Career fairs expose them to a wide range of industries, companies, and job roles, helping them explore different options and gain clarity about their interests and goals. Many employers who attend career fairs are actively seeking to hire recent graduates or interns. Students have the opportunity to interact with these employers, learn about job openings, and even submit their resumes directly to recruiters.

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

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: B. Any 3 of the above

File Description	Document
Report with photographs on soft skills enhancement programs	[View Document](#)
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	[View Document](#)
Report with photographs on Language & communication skills enhancement programs	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 65.86

5.2.1.1 *Number of outgoing students placed year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
352	371	348	475	227

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 46.41

5.2.2.1 **Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
210	158	192	132	104

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.2.3

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 3.99

5.2.3.1 *Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*

Response: 139

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 31

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	10	4	4

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Sri Guru Granth Sahib World University emphasizes the holistic development of students through academic and non-academic activities focused on student welfare. To cultivate leadership skills, SGGSWU involves students in its governance and decision-making bodies both formally and informally. The University has provided for the representation of students as follows:

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

Each class has a selected CR who liaises with the class coordinator to address emergent issues, facilitate communication, and maintain discipline. CRs use WhatsApp groups to ensure information flow and support the faculty during events.

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

Students are also part of various Academic and Administrative Committees of university.

- **University Feedback System**: The University feedback system serves as a bridge between the students and the administration by collecting feedback while maintaining anonymity and conveying this feedback to the relevant authorities for necessary actions.
- **The Internal Quality Assurance Cell**: IQAC is a pivotal quality sustenance and enhancement entity in higher education institutions, ensuring continuous improvement in the quality of education imparted. The IQAC design mechanisms to ensure continuous quality enhancement in teaching, evaluation, research, and other aspects of the institution's functioning. The students' perspective on these matters receives the utmost attention from the members of IQAC. Students as major stakeholders provide feedback that helps the IQAC in planning, Implementing, Monitoring, suitable plans and mechanisms for the university community
- **Training & Placement:** Aside from educating and training students, the University has built a well-equipped Placement Cell to assist them in settling into their careers. This cell maintains industry contacts to help students secure placements, leveraging the University's strong reputation.
- **Anti-ragging Committee**: Formed as per regulatory guidelines, this committee prevents ragging, enforces anti-ragging rules, and takes swift action on reported incidents. The committee receives complaints related to ragging through various channels, including anonymous reporting mechanisms in university. The student members of the committee serve to take the message of no ragging to every student of the university. Students as part of the committee play pivotal role ensuring the implementation of the rules and encourage the student fraternity to comply the rules.
- **Student Grievance Redressal Committee**: This committee addresses and resolves student grievances, formed per regulatory guidelines and institutional policies. The student representation in the committee facilitates in receiving and reviewing grievances submitted by students through formal channels. The grievances may range from issues related to academics, examinations, infrastructure, discrimination, harassment, or any other concerns affecting student welfare.
- **Internal Complaints Committee for Sexual Harassment (ICC)**: Formed in compliance with the Sexual Harassment of Women at Workplace Act, 2013, the ICC provides a safe environment for addressing sexual harassment complaints. The primary objective of the ICC is to provide a safe and supportive environment for addressing complaints of sexual harassment and ensuring a fair and expedited resolution process.
- **Alumni Association**: An alumni Association is formed to maintain connections among former students, foster a sense of community, and support the institution's growth and development. It organises reunions, social gatherings, and networking events to facilitate connections among alumni.

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

5.3.3

The institution conducts / organizes following activities:

    1. Sports competitions/events
    2. Cultural competitions/events
    3. Technical fest/Academic fest
    4. Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 0

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

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. SGGSWU strongly advocates investing in the intellectual, social and cultural capital both in terms of its alumnus and the present students.

Networking

The alumni network of the university serves as a valuable resource for current students and fellow alumni alike. Through various networking events, mentorship programs, and online platforms, alumni remain connected with each other and with the current students to provide guidance, career advice, and professional development opportunities. The university facilitates this connection through an online portal (https://alumni.sggswu.edu.in/) where they interact with each other through messages, campaigns, polls and career guidance. The dean Alumni dedicatedly remain connected to the alumni so that university alumni may not have to face any kind of difficulty be it professional , emotional or social concern. The university believe in growing its students even after the completion of ….

Mentorship

The Alumni volunteers contribute their time to serve as mentors, guest speakers, and panelists, they shares their expertise and insights with the next generation of leaders.

Community Building and Engagement:

Alumni engagement goes beyond academic pursuits; it fosters a sense of belonging and pride in our alma mater. Through alumni reunions, networking events, and social media platforms, alumni have stayed connected with each other and with the institution. Alumni meets are organized periodically to foster alumni connections. Alumni contributions and engagements are invaluable assets that drive our institution's success and impact. As we look ahead, we remain committed to fostering strong relationships with our alumni and harnessing their collective power to propel our institution forward.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The **Vision** of the University is **"CREATION OF VALUE BASED KNOWLEDGE SOCIETY".**

The **Mission** of the University is to harmonize the high moral values laid out in Sri Guru Granth Sahib and other holy Scriptures with the advancing technologies and latest developments in the rapidly advancing technologies. The University embodies the spirit of excellence in teaching, research, scholarship, innovation and creativity.

The University pursues its vision and mission of academic excellence and professional development of the students by offering a diverse range of programmes catering to societal needs and challenges. The University is committed to impart education to all sections of the society and to provide equal opportunities to the youth of rural background. To achieve its mission, the University offers scholarships to meritorious and needy students irrespective of their caste and religion.

The University stands as a model of holistic education deeply rooted in the values and teachings of Sri Guru Granth Sahib. Founded on the principles laid down by Sri Guru Granth Sahib, the governance and leadership plans of the University reflect a commitment to excellence, inclusivity, and social responsibility.

The University strictly works in accordance with the rules and regulations laid down in the University Calendar, which is upgraded from time to time with the permission from governing bodies like Syndicate and the University Trust.

The University has a mechanism for delegating authority and providing operational autonomy to all functionaries for decentralized and participative administration.

1. The University is established, and managed by **Sri Guru Granth Sahib Fourth Centenary Memorial Trust**.
2. The **Syndicate** and **Academic Council** are the executive bodies of the University, responsible for the conduct of administrative and academic affairs of the University.
3. **The Vice-Chancellor** is the principal executive and academic officer who controls its affairs in accordance with the Statutes, Ordinances and Regulations in coordination with Deans, Director IQAC, Registrar and Head of the departments.
4. **The Registrar** controls and regulates the administrative functions of the University.
5. In order to promote scholastic excellence, the academic structure of the University is divided into Faculties and Departments. Each faculty has a designated **Dean** and each department has a **Head**

of the Department for a term of three years on rotation basis. The Deans and Heads represent the policy making committees of the University, and implement the academic strategies. The changes in course curriculum are passed in the Board of Studies headed by the department head, which is passed in respective faculty and finally approved by the Academic Council.

6. In all academic and administrative decision-making, the University employs a decentralized and participative management strategy. Different committees, composed of deans, heads and other faculty members, are constituted for taking various academic decisions.

7. The Examination Branch, headed by **Deputy Registrar (Examination)**, ensures the transparent conduct of examination, evaluation and declaration of results well in time at the end of every semester.

8. **The Internal Quality Assurance Cell** (IQAC) formulates and ensures adherence to quality standards in all academic and extra-academic programmes of the University.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The University adopts a student-centric approach, wherein, all the curricular and co-curricular activities for each year are planned and circulated in the form of Academic and Activity Calendar, respectively.

The University has developed a mechanism to formulate various policies and plans after a thorough discussion on the basis of analysis, assessment and estimates. The University ensures to implement the drafted strategies from time to time for inclusive growth by deploying its short term (2 year) and long-term (10 year) strategic plans.

The University has a firm system, under which the University operations are governed by the University Act, Statutes, Ordinances, and Regulations laid down in the University Calendar. The Calendar also includes the governing system of the University, appointment and promotion policies and other staff welfare policies. The University Calendar is upgraded from time to time with permission from governing bodies.

The institutional bodies of the University ranging from the Senate, Syndicate, Academic Council, Faculties and Departments, to its administrative units including Examination, Finance, Establishment and Registration are all functioning as per the rules and regulations laid down in the Calendar of the

University.

The administration includes Vice Chancellor, Dean Academic Affairs, Director IQAC, Registrar, Dean Research, Dean Students' Welfare, Dean Faculty, Director Sports, Deputy Registrar, Librarian, Medical Officer, Public Relations Officer, Assistant Registrar, and Placement Officer. The University has 23 teaching departments, which are headed by Heads/Departmental incharges. The appointment of Heads of the Departments is made in accordance with seniority, by rotation for a term of three years. The decentralized structure of the University makes sure that each department functions in a participatory manner by forming various committees at department level involving Faculty from the same or allied departments.

The procedure for recruitment of the teaching and non-teaching staff is in accordance with the guidelines of the University Grants Commission, as amended from time to time.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The University has developed an effective appraisal system for teaching and non-teaching staff. The University follows the **UGC Career Advancement Scheme** for the promotion of teaching staff for which applications are called from time to time. The promotion is granted on the recommendations of the screening committee. **Annual appraisal** for **regular faculty** is made on the basis of Performance Based Appraisal System (PBAS) proforma filled by the faculty and assessed by competent authority. The appraisal of contractual faculty is done on the basis of annual confidential reports by the respective Head of the Departments.

For **non-teaching staff**, the appraisal is done on the basis of the annual confidential report (ACR) received from the heads of their respective branches. The university follows well defined rules and regulations for the promotion of non-teaching staff which are mentioned in the University calendar.

In terms of welfare measures, there is a provision of **casual leave, earned leave, and medical leave (Full-pay & half-pay)** in an academic year. In addition to this, there is a facility of maternity/ paternity leave, study leave, and extra ordinary leave. The staff can also avail official duty leave for the work assigned to them by the University. The teaching employees are granted duty leave for attending conferences, congresses, symposia and seminars, refresher/orientation courses and for delivering lectures in educational institutions.

Travel allowance is admissible to the teaching staff to attend conferences and seminars abroad. The teaching and non-teaching members of the University are provided with bus facility at concessional fares.

A medical facility is available in the campus to provide free health care facilities to both staff and students. The department of Physiotherapy provides free OPD services to the students and staff as well. MoU have been signed with Sohal Hospital, Sirhind and Fortis Hospital, Ludhiana, wherein the staff gets benefits of medical services at concessional rates.

Furthermore, the University organizes seminars on health and wellness, Sports events and many other health-related activities including Yoga. The University has a daycare facility for infants of the University staff.

Group insurance is provided to the teaching and non-teaching staff. The financial help is extended to the teaching and non-teaching members in case of accident or death. Children of the university staff are given a fee concession at the time of admission.

The University has a Gym facility in the Academic block and in the Hostel which is accessible free of charge to the teaching, non-teaching staff and students. The University houses a branch of the State Bank of India in the campus. An ATM facility is also available at the main gate of the University. Wi-Fi/LAN connection is available 24×7 for all the employees and students.

Social security measures in the form of CPF and gratuity are also provided.

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

6.3.2

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

Response: 0

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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 79.23

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
126	149	153	88	79

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Sri Guru Granth Sahib World University is established by **Sri Guru Granth Sahib Fourth Centenary Memorial Trust,** a unit of Shiromani Gurdwara Parbandhak Committee (SGPC) Amritsar. The major revenue is collected in the form of fees paid by students in the annual year. The budget deficit is managed through grants received from the Trust or SGPC. Additional funding is obtained by the faculty members from funding agencies like DST, BRNS, UGC and DBT through research proposals. These funds are utilized for the research and laboratory development.

The institute has a well-defined mechanism to monitor effective and efficient utilization of the available financial resources for the development of academic processes and infrastructure development. For this, the institute has framed an exhaustive policy for the allocation and utilization of funds. The Finance committee reviews the budgets submitted by various departments and suggests measures for judicious management of finances for consideration by the Syndicate for final approval.

The budget is prepared every year, taking into consideration the **recurring** and **non-recurring expenditures**. Accordingly, all the administrative and academic heads are requested to submit the budget required for the subsequent financial year. The finance committee allocates budget to each department including all teaching Departments, offices of Vice-chancellor, Registrar, Dean Academic affairs, Dean Research, Dean Student Welfare, Dean Alumni under various budget heads like Infrastructure, Lab equipments/Instrumentation, Chemicals and Glassware, Repair & maintenance and contingency expenditure. Separate budgets are also allocated to Library, Admission Cell, Training & Placement Cell, ERP Cell and branches including Examinations, Accounts, Registration, Establishment, Construction and Transport.

Institute adheres to utilization of budget approved for academic expenses and administrative expenses by the management.

The purchase of instruments/infrastructure is managed by a purchase committee constituted as per guidelines in the University Calendar. The committee seeks approval of the expenditure from the Vice-Chancellor through the Registrar before the purchase process is initiated. The purchases are made as per the Purchase policy mentioned in the University Calendar. The payments are released against bills, after the delivery and inspection of purchased goods by the concerned department.

The University adopts Internal and External Financial audits in the financial year to access and verify the account records.

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

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	[View Document](#)
Annual audited statements of accounts highlighting the grants received.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The budget of the University is categorized into **Revenue Budget** and **Capital Budget.**

The **Revenue Budget** comprises the whole revenue received in the form of fee, Interest on bank accounts, agricultural income, rental income and Grants received from SGPC, or in the form of research grants or any other. The **Expenditure Estimates** include the finances allocated under heads as Capital expenditure, Revenue expenditure or any other pending expenditures of the previous financial years.

The University follows appropriate mechanisms for conducting internal and external audits through hired Chartered Accountant firms.

Internal Audit:

The Regular audit is conducted by the Internal Auditor to ensure the adequacy of internal controls in our system. It includes the following aspects:

- Whether internal controls are functioning satisfactorily and give suggestions for improving weak controls as well as creating them where they did not exist.
- That proper book of accounts and operation of **accounting software** is maintained for timely and accurate working.
- That an appropriate system of accounting and financial reporting exists, on the basis of which salaries are paid, capital and revenue expenditures are done, bill payments are made, TDS is deducted and deposited, EPF and ESI shares are collected and deposited, quarterly returns of TDS are filed.

The auditors are given access to all documents, correspondence, Books of Accounts, Office Orders and any other information related to financial transactions as considered essential by them. Need based incorporation of suggestions of auditors is made. Also, the procedures developed by the Auditors are followed by the University.

External Audit:

Besides the above, the financial statement and books of accounts of the University are audited on an annual basis by a Statutory Chartered Accountant. The External Auditors express their opinion on the financial Statements of the University based on their Audit. They conduct the Audit in accordance with Standards on Auditing issued by the Institute of Chartered Accountants of India. The Audit involves performing procedures to obtain audit evidence about the amounts and disclosure in financial Statements. The external auditors visit the University campus and verify all invoices, receipts, bank statements, financial and accounting records. They are free to access any department, classroom, laboratory etc. of the University to verify the records and assets. The objections raised by them are sorted out without delay, precautionary steps are taken to avoid recurrence of such lapses in future and their suggestions/recommendations are strictly followed to bring transparency in the financial system of the University. The External Audit firm prepares the Balance Sheet after conducting the audit and then files the annual Income tax return.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) 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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The Internal Quality Assurance Cell of the University plays a crucial role in maintaining and enhancing quality through academic and administrative audits. IQAC helps in establishing clear quality standards for both academic and administrative functions of the University. These standards are based on best practices, regulatory requirements, and the objectives and goals of the University. The two such best practices of IQAC of the University are: Regular Internal and External Academic and Administrative Audit, and a Feedback System developed in the University.

IQAC conducts regular **academic and administrative audits** to assess compliance with established quality standards. Academic audits focus on the quality of teaching, learning, and assessment processes, while administrative audits evaluate the effectiveness of administrative procedures and support services. Through audits, IQAC identifies the strengths and weaknesses in academic and administrative practices. This involves evaluating factors such as faculty competence, curriculum relevance, student support services, infrastructure adequacy, financial management, and compliance with regulatory requirements. Emphasis is placed on ensuring **Outcome-based education** to the students. The IQAC immediately after its conception ensured that all the syllabi clearly define Course-Outcomes, Programme-Outcomes and Programme-Specific outcomes so that educational objectives are aligned with societal needs, industry requirements, and broader educational goals. This is done with an aim to produce graduates who are not only academically proficient but also well-prepared for the workforce. Academic and administrative audits conducted by IQAC prepare the University for external accreditation processes conducted by agencies such as NAAC, NIRF and others.

Another best practice of IQAC of SGGSWU is its **feedback mechanism.** The cell gathers feedback from various stakeholders, including students, faculty, alumni, and employers. The feedback analysis committee analyzes the collected feedback and submits its report with recommendations to the Dean Academic Affairs. The Dean approves the recommendation and communicates the necessary actions required to resolve the issues raised in the feedback forms, to the concerned Departments. The head of the Departments later submits the action taken report to the IQAC.

This feedback mechanism provides valuable insights into areas needing improvement and helps in making evidence-based decisions. The analysis of the collected feedback helps in identifying areas where

the institution lags behind or excels and facilitates the adoption of best practices for quality enhancement.

Based on audit findings and stakeholder feedback, IQAC sets improvement goals and formulates action plans to address identified weaknesses and to capitalize on strengths. These goals are specific, measurable, achievable, relevant, and time-bound (SMART), ensuring effective implementation and monitoring. IQAC monitors the implementation of action plans and reviews progress regularly to ensure that quality improvement initiatives are on track. This involves tracking key performance indicators, analyzing data, and making necessary adjustments to strategies as needed.

By conducting audits and sharing findings with relevant stakeholders, IQAC promotes accountability and transparency in the functioning of the University. This encourages all stakeholders to take ownership of quality improvement efforts and fosters a culture of continuous improvement. Compliance with quality standards identified through audits stands beneficial for the University in meeting its vision and mission.

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

6.5.2

**Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, 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 and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: B. Any 4 of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	[View Document](#)
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	[View Document](#)
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

The Internal Quality Assurance Cell of the University has developed a comprehensive mechanism at the University that integrates various functions to ensure the ongoing quality, improvement, and sustainability of academic and non-academic activities. It is a proactive body, constantly monitoring, evaluating, and implementing measures to uphold and enhance the quality standards set by the government accreditating bodies.

The Functions and Strategies:

Institutional Planning and Vision:

The IQAC has played a crucial role in developing long-term institutional plans aligned with the University's vision and goals. It monitors progress and makes adjustments to the plan as needed. The Cell has given a special emphasis on instilling a culture of quality consciousness among all members of the institution.

Curricular Reforms:

Under the guidance of IQAC, the POs, PSOs and COs have been incorporated in the course curriculum. IQAC has directed the departments to submit the PO and CO attainment reports of all the courses taught under each program to the IQAC at the end of each academic year.

Faculty and Staff Development:

The Cell has organised various Orientation/ Professional development programs and workshops for the professional development of faculty, so as to enhance their skills and knowledge, and to keep the faculty updated with the latest developments in their respective fields.

Promoting Research and Innovation:

The IQAC and Research Development Cell has framed strategies from time to time to promote research and innovation practices among the faculty and students. The IQAC has made sure that effective collaborations with other institutions, industries, and research organizations are established in the form of MoUs through various University wings, so as to stay abreast of global educational trends and practices.

Enhancing Digital Learning

The IQAC has promoted the practice of blended learning during COVID pandemic by offering the use of ICT in the teaching learning process that has yielded encouraging outcomes like online teaching and evaluation. In continuation to this, the University has developed its e-learning platform in the form of institutional LMS portal

Periodic Audits to Ensure Proper Documentation and Record-Keeping:

The Cell has ensured the maintenance and regular updation of comprehensive documentation related to academic programs, faculty profiles, student achievements, infrastructure, and other relevant aspects. The Cell has monitored that periodic internal reviews and audits such as Academic and Administrative Audit, Green and Energy Audit and Gender Audit to assess the effectiveness of various processes and activities, are conducted regularly. The identified areas that need attention are thus provided with corrective measures.

Feedback and Evaluation Mechanisms:

The effective feedback mechanisms from students, faculty, and other stakeholders to gather their opinions and suggestions, have been implemented by the IQAC, since its inception. This feedback mechanism flows the feedback information to the appropriate channels, so that a thorough analysis is made and genuine action is taken upon the feedback received.

To eliminate the evaluation grievances, the University has adopted a system of open evaluation, wherein the answer sheets are shown to the students and the grievances related to the same are sorted out there and then

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Following the ethical precepts delineated in the Sri Guru Granth Sahib Ji and other sacred texts, the University is committed to fostering a society free from discrimination, where all the genders are not only accorded respect but are also empowered to make substantial contributions towards societal advancement. In pursuit of this vision, the University organises a diverse array of workshops, lectures, and seminars aimed at cultivating awareness and sensitivity among both students and faculty regarding gender-related issues. Integral to the **academic curriculum is the inclusion of Gender Studies**, facilitating an understanding of movements dedicated to upholding and advocating for gender rights.

In the University's steadfast commitment to gender equality, **more than half of the faculty members are women**, holding pivotal positions within the University. Furthermore, the University takes pride in the fact that a significant majority of the student body comprises young women, with many hailing from rural areas where access to education is often impeded.

Recognizing the importance of addressing instances of sexual harassment, it has established an **Internal Complaints Committee** dedicated to the prompt and impartial resolution of such cases. Additionally, a proactive **Women Grievance Redressal Cell** addresses a spectrum of issues including eve-teasing, emotional

distress, gender-based discrimination, and barriers to career advancement. The **Counseling Cell** complements the Women Grievances Redressal Cell by providing support in career guidance, emotional, mental, and physical health for female students and staff. It assists in coping with personal and social problems, offering confidential and compassionate guidance to help individuals thrive academically and personally. The University undertakes an annual **Gender Audit** to evaluate its efforts in promoting gender equality.

Ensuring the safety and security of the female students and staff is of paramount importance. To meet this end, the University provides on-campus hostel facilities equipped with vigilant security measures, including female security personnel stationed at key points and readily accessible emergency contact numbers for immediate assistance. **Closed-Circuit Television (CCTV)** surveillance is employed discreetly to monitor campus activities while safeguarding individual privacy. Moreover, **suggestion boxes** are strategically placed to facilitate the reporting of any concerns or recommendations.

The University places a strong emphasis on the holistic well-being of its female members, ensuring both their **physical and psychological health** are prioritized. With a civil hospital just 2 kilometres away and

a dedicated first-aid van always on standby, immediate medical assistance is readily available. Additionally, a team of doctors is available around the clock in case of any emergency. The Department of Physiotherapy caters to women's specific healthcare needs, providing specialized treatment as necessary. To promote physical fitness, complimentary gym facilities are available on-campus and within the hostel, along with bicycles to encourage social engagement and active lifestyles. Moreover, female students are equipped with self-defense skills through *Gatka* training (Sikh Martial Art), fostering empowerment, confidence, and personal safety.

Last but not the least, the University's commitment to fostering a supportive environment extends to providing separate common areas for relaxation and social interaction, ensuring a conducive atmosphere for personal growth and camaraderie among students of all genders.

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

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: B. Any 3 of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

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

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

Response:

Sri Guru Granth Sahib World University is steadfast in its commitment to the principle of "Zero Waste" and adheres rigorously to the "Reduce-Reuse-Recycle" policy. The architectural design of the University buildings prioritises proper ventilation and incorporates glass windows to maximize natural light while minimizing the need for artificial lighting. Additionally, the University employs sensor-based electric appliances, such as fans and lights, to efficiently manage electricity consumption.

Solid Waste Management:

The University has implemented a comprehensive solid waste management system, collaborating with the Municipal Council for disposal. Throughout the campus, separate bins designated for dry and wet waste facilitate the segregation of waste materials. Embracing e-learning initiatives has significantly reduced paper wastage, while recyclable solid waste is systematically directed to a central recycling facility. Furthermore, composting pits are maintained for biodegradable waste, with separate provisions for glass and polythene disposal.

Liquid Waste Management:

In strict adherence to regulatory protocols, the University ensures responsible disposal of liquid waste to prevent environmental harm. Hazardous liquids, including those generated from laboratory activities, are contained in non-chlorinated plastic bags and subjected to autoclaving for safe disposal. Efforts to manage wastewater are underscored by the utilization of Sewage Treatment Plants, which purify water for reuse in irrigation and for sanitation purposes.

Biomedical Waste Management (BMW):

Recognizing the critical importance of safe BMW disposal, the University has engaged M/s Rainbow Environments Pvt Ltd. through a contractual agreement. This partnership ensures the collection, transportation, treatment, and disposal of biomedical waste generated within the University premises, in accordance with established standard guidelines.

E-Waste Management:

To mitigate the environmental impact of electronic waste, the University has established a collaboration with Spreco Recycling, Ludhiana, an authorized e-waste recycler sanctioned by the Punjab Pollution Control Board. This initiative aims to responsibly collect and manage discarded electronic equipment to prevent the release of harmful materials such as lithium, lead, and zinc.

Water Recycling System:

Efforts to conserve water resources are facilitated by the implementation of a water recycling system. Treated water from Sewage Treatment Plants is repurposed for irrigation and landscaping, ensuring sustainable water utilisation across the campus.

Hazardous Chemical and Radioactive Waste Management:

The University maintains stringent protocols for the management of hazardous chemical and radioactive waste, including secure storage and monitoring. Regular dosimetry services are enlisted to monitor radiation exposure, with expert oversight to ensure safe handling and disposal practices. Services from Ultra Tech Laboratories Pvt. Ltd. further bolster the University's commitment to maintaining the highest standards of safety and compliance. Only sealed radioactive sources are in active state. In case of their lower strength; the same sources will be dispatched to BARC, Mumbai as per the regulations of AERB. There is no requirement of liquid radioactive sources in any department of the University, which requires monitoring and guidance by a Radiation Safety officer. The Radiation Safety Officer and the Registrar keep the records updated on eLORA platform regarding usage of radioactive sources and instruments as per guidelines of Atomic Energy Regulatory Board (AERB).

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

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

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric.	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The University is steadfast in its commitment to environmental stewardship, exemplified by a multifaceted approach aimed at mitigating the emission of harmful gases and advancing sustainability initiatives on campus. Through the implementation of various measures, including energy-efficient infrastructure, waste management systems, and sustainable transportation policies, the University endeavours to minimize its environmental footprint. Additionally, educational programmes and awareness campaigns are conducted to engage students and faculty in adopting eco-friendly practices. By fostering a culture of environmental responsibility, the University strives to create a campus environment that not only promotes academic excellence but also prioritizes the preservation of the natural world for future generations.

Vehicle Restrictions:

To minimize vehicular emissions within the campus, the University has restricted vehicle access, establishing designated parking areas outside the main gate. A dedicated security presence monitors both student movement and vehicular activity at these locations.

Pedestrian-Friendly Infrastructure:

To ensure safe and comfortable pedestrian access, the University has developed broad pathways leading from the parking areas to the main campus facilities. This initiative enhances pedestrian mobility while reducing reliance on motorized transportation.

Plastic-Free Environment:

Under the auspices of the *Swachh Bharat Abhiyan*, the University has enacted a strict ban on single-use

plastic items such as plastic straws, cups, plates, sticks for balloons and other items as outlined in the Government of India notification of 2022. The University promotes eco-conscious practices among students through various awareness campaigns and events. Plastic utensils in the canteen have been replaced with reusable steel alternatives, further reinforcing the University's commitment to sustainability.

Green Initiatives:

Sri Guru Granth Sahib World University prioritises environmental conservation and biodiversity preservation, organizing annual tree plantation drives to engage students and faculty actively. On-campus initiatives include the establishment of diverse gardens such as Botanical Garden, the Medicinal/Herbal Plant Garden and Nutritional Kitchen Garden. These efforts not only enrich educational experiences but also promote ecological sustainability. Through hands-on involvement in cultivating green spaces, the University fosters a deep appreciation for nature and its preservation among its academic community.

Community Engagement:

Extending its green initiatives beyond the campus borders, the University has adopted five neighboring villages, implementing kitchen garden projects facilitated by University students. Additionally, schools in the vicinity receive guidance on cultivating and maintaining these gardens, fostering a culture of environmental responsibility among the younger generation.

Biodiversity Preservation:

The University is committed to biodiversity conservation, evident in its campus where a diverse array of flora and fauna thrive. Notable species include the *Japanese Carpenter, Vinegar Ant, Tropical leatherleaf (Mollusca), Plain Tiger Butterfly, Southern Dogface,* and *West Coast Lady.* The campus boasts rich floral diversity, featuring fruits like *Peach, Plum, Guava, Ber,* and *Kinnow,* alongside agronomic crops such as *Sugarbeet, Massar,* and *Black gram.* Moreover, around 30 plant species with significant medicinal value like *Akarkara, Bach,* and *Safed Musli* contribute to the ecosystem's ecological richness and sustainability.

Overall, Sri Guru Granth Sahib World University's comprehensive approach to environmental sustainability underscores its dedication to fostering a greener, more ecologically resilient future.

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: B. Any 3 of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit report of all the years from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

The University stands out as a model of inclusivity and accessibility, deeply committed to nurturing a

supportive environment for students with disabilities. Recognizing the value and potential of differently-abled individuals, the University employs a multifaceted approach to ensure their holistic well-being across all aspects of campus life.

At its core, SGGSWU prioritises fostering an inclusive academic community, demonstrated through its policy of admission reservation. By reserving 3% of its seats explicitly for differently-abled students, the University aims to provide equitable opportunities for education. These measures reflect its dedication to breaking down barriers and empowering individuals with disabilities to pursue their academic goals free from discrimination.

Physical accessibility forms a cornerstone of infrastructure development initiatives at the University. Recognizing the importance of mobility and independence, the University has meticulously designed its campus to cater to the diverse needs of differently-abled individuals. **Wheelchair facilities** are strategically placed at prominent locations throughout the campus, ensuring ease of access and mobility. Moreover, ramps and hand railings are thoughtfully integrated near main entrances and within academic buildings, providing essential support and facilitating seamless navigation for students with mobility impairments.

Vertical mobility is equally prioritized through the installation of lifts across various campus buildings. These **lifts** serve as vital conduits for differently-abled students and staff members, granting them unrestricted access to different floors of academic buildings and hostels.

Beyond physical accommodations, the University recognizes the importance of tailored facilities to meet the specific needs of differently-abled individuals. Modified amenities such as accessible **toilets and restrooms** are readily available at all levels, providing a supportive environment conducive to the diverse requirements of students with disabilities. Additionally, the **Physiotherapy Department** offers complimentary treatment services, addressing the physical health needs of students and staff members and promoting overall well-being.

In the academic realm, the University goes above and beyond to accommodate diverse learning needs. The University offers comprehensive support during examinations, including the **provision of scribes for students** facing challenges in writing. By ensuring equal opportunities for academic assessment, SGGSWU upholds its commitment to fairness and inclusivity, empowering differently-abled students to showcase their knowledge and abilities on equal footing with their peers.

Embracing the transformative power of technology, SGGSWU has leveraged digital innovations to enhance the educational experiences of differently-abled students. Online teaching platforms and examination options have been implemented to facilitate remote learning and assessment, providing flexibility and accessibility to students with diverse needs.

Within the University library, a dedicated section has been established to cater specifically to the needs of differently-abled students. Here, individuals have access to a range of specialized services, including **soft copies of reading materials and screen reader software such as NVDA**. Furthermore, human assistance is readily available to provide personalized support and guidance, ensuring that differently-abled students can fully engage with academic resources and pursue their educational goals with confidence.

The holistic approach to supporting students with disabilities showcases its steadfast dedication to

inclusivity and social responsibility. Through physical accommodations, academic support services, and technological innovations, SGGSWU fosters an environment where all individuals are valued, respected, and empowered to thrive.

File Description	Document
Upload supporting document	[View Document](#)

7.1.8

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

Response:

The University stands as a beacon of inclusivity and societal welfare, guided by the core principle of *Sarbat da Bhala* (Welfare of One and All). This foundational ethos permeates every facet of the mission and operations at the University, fostering a culture of tolerance, respect, and unity amidst cultural, regional, and linguistic diversity.

At the heart of its philosophy lies a deep commitment to engaging with and uplifting surrounding communities. Through the adoption of five neighbouring villages, the University endeavors to catalyse holistic development initiatives aimed at enhancing the quality of life for local residents. Collaborating closely with the NSS Units, SGGSWU organizes an array of programs and campaigns, including medical camps, cleanliness drives, tree plantation initiatives, and skill development workshops. Furthermore, SGGSWU recognises the paramount importance of instilling moral and ethical values among its students. Gurmat Training Camps and documentary screenings on the lives and teachings of spiritual leaders serve as platforms for imparting timeless wisdom and nurturing compassionate leadership qualities. By fostering a deep sense of social responsibility and empathy, SGGSWU cultivates graduates who are not only academically proficient but also morally upright and socially conscious.

In its commitment to educational equity, SGGSWU embraces students from diverse cultural backgrounds, offering instruction in English, Punjabi, and Hindi languages. This linguistic inclusivity ensures accessibility and equal opportunity for all students, irrespective of their linguistic proficiency or background. Moreover, the University extends financial assistance to economically disadvantaged yet academically meritorious students through the provision of Sri Guru Granth Sahib Scholarships. By breaking down financial barriers to education, SGGSWU paves the way for deserving students to pursue higher education and realize their full potential.

Central to its ethos is the reverence for the earth and its natural resources, as espoused in the sacred text of Sri Guru Granth Sahib. The University endeavors to instill environmental sensitivity among its students, recognizing the imperative of stewardship and sustainability in preserving our planet for future generations. Various gardens are meticulously maintained on campus, serving as living laboratories for environmental education and sustainability practices. Students are actively involved in the care and maintenance of these green spaces, fostering a sense of responsibility towards the environment.

Moreover, SGGSWU organizes cleanliness drives both on and off-campus to instill the importance of hygiene and environmental conservation. Recognizing the significance of cultural heritage in shaping individual identity, SGGSWU organizes a myriad of cultural enrichment activities. Motivational lectures, cultural programs, and celebrations of national and international days serve as platforms for students to connect with their roots, celebrate diversity, and foster cross-cultural understanding and appreciation.

In conclusion, the commitment of the University to foster an inclusive and socially responsible environment, is unwavering. Through its multifaceted initiatives encompassing community engagement, educational support, environmental stewardship, and cultural enrichment, the University empowers students to become compassionate leaders and global citizens poised to make meaningful contributions to society. By embodying the values of *Sarbat da Bhala* in its ethos and actions, SGGSWU epitomises the spirit of welfare and collective well-being.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The University takes proactive measures to instill a sense of civic responsibility and awareness among its students, aiming to cultivate them into responsible citizens cognizant of their constitutional obligations, rights, and duties. Central to this endeavor is the celebration of various cultural and religious festivals and national and international events, fostering cultural unity and secularism.

A plethora of national and international days, including Constitution Day, Environment Day, Gandhi Jayanti, and World Cancer Day, are observed with fervor and enthusiasm. These events serve as platforms for raising awareness on pertinent issues and fostering a sense of civic engagement among students. Furthermore, SGGSWU conducts a range of camps and drives, such as Blood Donation Camps and Cleanliness Drives, to actively involve students in community service and societal welfare initiatives.

In commemoration of the 553rd birth anniversary of Guru Nanak Dev Ji, the University organized a special lecture focusing on contemporary interpretations of his teachings. Additionally, an Oath taking Ceremony was held on National Voters Day to underscore the significance of democratic participation and voting rights among students. Through quiz competitions on topics such as the Electoral Process and Constitution Day, students are engaged in deepening their understanding of democratic principles and

governance.

The University hosts a series of special lectures, debates, seminars, and legal aid camps to educate students about their constitutional rights and duties. Noteworthy examples include a national seminar on "Current Legal Issues: Indian and Global Perspectives" and workshops on topics like the Right to Information. Distinguished speakers, including Justice Vinod Gupta, Dr. Ritu Lehal, and Dr. Gurpreet Pannu, impart valuable insights on National Unity Day, International Women's Day, and NationaL Girl Child Day, respectively.

Moreover, SGGSWU offers courses on legal and human rights to further enhance students' understanding of legal frameworks and social justice issues. Through these academic endeavors, the University equips students with the knowledge and skills necessary to actively participate in the democratic process and advocate for positive societal change.

In alignment with its commitment to community development, SGGSWU has adopted five villages, undertaking initiatives to improve their overall well-being. Practical measures, such as distributing books and conducting cleanliness drives to promote hygiene, are implemented to uplift the villages. Additionally, the University organizes *Vand Chhako C*amps, providing essential provisions to those in need, thereby exemplifying its dedication to social welfare and humanitarianism.

In essence, the comprehensive approach at the University to civic education and community engagement underscores its commitment to nurturing socially responsible citizens. By fostering a culture of civic awareness, democratic participation, and community service, the University endeavours to empower its students to become agents of positive change in society. Through these concerted efforts, SGGSWU continues to uphold its mission of promoting the values of inclusivity, responsibility, and civic-mindedness among its student body and beyond.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

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

Response: B. Any 3 of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

A. **Best Practices- I**

    1.Title of the practice:

    Empowering Students through Scholarships

2.Objectives of the Practice:

The objectives of the practice are to:

· Offer scholarships and fee concessions to economically disadvantaged and meritorious students.

· Provide free education and accommodation for female students.

· Assist students in applying for scholarships offered by the Government and other agencies.

· Support students pursuing Master of Arts in Religious Studies with free education.

3. The Context:

Located in a small district of Punjab, the University primarily serves students from rural areas who face financial challenges and limited educational guidance. Many students discontinue their studies or avoid higher education due to these barriers. This initiative addresses the issue by offering crucial financial aid and opportunities, with a special focus on supporting female students to promote gender equality in education.

In acknowledgment of these challenges, the University provides the Sri Guru Granth Sahib Scholarship to aid economically disadvantaged yet academically proficient students. Additionally, around 100 needy girls receive complimentary education and accommodation. Furthermore, fee waivers are extended to students from Below Poverty Line backgrounds, with the aim of fostering educational inclusivity and accessibility across all socio-economic strata.

4.The Practice:

In line with its mandate, the University offers various scholarships, including the "Sri Guru Granth Sahib Scholarship," "Scholarship to Girls Students," and the "Fee Waiver Scheme for Needy and Meritorious Students." Free education is also provided for students pursuing an MA in Religious Studies. The University supports SC/ST students by waiving non-refundable fees, which are reimbursed by the Central and Punjab Governments in a 60:40 ratio.

The University maintains a reasonable fee structure but often charges less than the capped amount set by the Punjab Government. To address this, the University provides fee concessions to SC/ST students, covering the gap between the prescribed fee and the amount paid by the government. This policy ensures that students from socially deprived communities can access quality education without additional financial burden, reflecting the University's commitment to inclusivity and accessibility.

5. Evidence of Success

The University provides several scholarships to support students:

1. **Scholarship to Girls Students**: ?80,13,200 benefiting 95 students.
2. **Fee Waiver Scheme for Meritorious Students**: ?15,83,400 for 131 students.
3. **Free Ship Seats for MA Religious Studies**: ?1,47,000 for 11 students.
4. **SGGSWU Scholarship for SC Students**: ?23,94,18,311 for 5,376 students.
5. **Sri Guru Granth Sahib Scholarship**: ?72,03,323 for 574 students.

In total, 6,187 students benefit from ?25,63,65,234 in scholarships. This support is vital, especially for students from economically weaker sections, demonstrating the University's commitment to enhancing educational opportunities. The significant allocation for SC students highlights a focus on underrepresented groups, while the diverse schemes ensure broad financial assistance.

6. Problems encountered and resources required:

The University aims to provide quality education as a charitable and humanitarian effort but relies heavily on state-disbursed scholarships for financial support. Delays in Post Matric Scholarship Scheme funds create financial hardships, particularly as most students come from economically weaker sections. This makes it challenging to provide necessary financial assistance.

B. Best Practices- II

1.Title of the Practice:

Sarbat da Bhala: Community Service (Welfare for One and All)

2.   Objective of Practice:

The objectives of the practice are to:

·   Encourage self-discovery and creativity in addressing social issues.

·   Raise awareness of disadvantaged communities' needs to promote responsible citizenship.

·   Facilitate coordination between students, faculty, and organisations for community development.

·   Provide information and opportunities for engaging in community issues, fostering volunteering and social action with enthusiasm.

3.   The Context:

The University, located on the hallowed grounds of Fatehgarh Sahib, honours the martyrdom of Sahibzada Jorawar Singh, Sahibzada Fateh Singh, and Mata Gujri Ji. To instil social responsibility in students and faculty, it organises camps during the annual *Shaheedi Jor Mel*. The University is also dedicated to nurturing students' potential, empowering them to address social challenges with resilience. These efforts honour the University's historical legacy while fostering a generation committed to societal service.

4. The Practice:

The commitment of the University to community service is evident through a myriad of initiatives aimed at fostering social responsibility and promoting the well-being of society, such as Free Physiotherapy OPD and camps, Cancer Care Camps and Blood Donation Camps. Moreover, the philanthropic efforts of the University extend to the adoption of five villages for holistic development, exemplified by initiatives such as *Vand Chhako Camp*, aimed at providing essentials to the underprivileged. Community Engagement activities, establishing Kitchen Gardens in local schools and orchestrating cleanliness drives to enhance environmental hygiene, and relief activities during natural disasters underscores the commitment of the University to humanitarian relief.

5. Evidence of Success

The University's commitment to community service is evident through its diverse initiatives over the years:

2018-2019: Activities included Random Acts of Kindness, 13 physiotherapy camps, cancer-care and blood-donation camps.

2019-2020: The University launched a Community Service Campaign under Swachh Campus, conducted cleanliness drives, engaged in flood relief, organized eight physiotherapy camps, and held cancer-care, blood-donation and health hygiene camps.

2020-2021: Despite COVID-19, the University ran an awareness campaign, cleanliness and plantation drives, participated in the Fit India Movement, supported skill development for school children, and maintained campus facilities. It also held cancer-care and blood-donation camps and multiple donation drives.

2021-2022: Continued efforts included health runs, cleanliness services, tutoring programs, and cultural heritage celebrations.

2022-23: Repeated key activities from previous years, maintaining a strong focus on community service.

These efforts reflect the University's ongoing role in enhancing community well-being and development.

6.   Problems encountered and resources required

Organising these events relies on contributions from staff and students. Financial constraints often make it challenging to pool the necessary funds, and delays in scholarship releases further strain the University's budget. Despite these challenges, the University remains proud of its dedicated staff and students who continue to support community services.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The University distinguishes itself as a missionary and charitable institution deeply rooted in the

teachings of Sri Guru Granth Sahib Ji and other holy scriptures. Embracing the ideology enshrined in the Holy Scripture, the University has carved a unique identity that resonates with stakeholders and distinguishes it from other institutions. Committed to disseminating the value of universal brotherhood, the University emphasises the importance of service to humanity, mirroring the Sikh tradition of selfless giving and *Sarbat da Bhalla (Welfare of One and All).*

This ethos is further exemplified through numerous outreach programs aimed at uplifting marginalised communities, providing education, healthcare, and socio-economic support to those in need, as well as the establishment of the Staff Welfare Fund, where staff and faculty contribute towards the welfare of their colleagues. This action reflects a culture within the University that values compassion and shared responsibility, aligning with the Sikh tradition of selfless service and emphasizing the importance of looking out for one another's well-being. Central to the University's mission is the harmonization of moral principles with contemporary advancements in technology, fostering excellence in teaching, research, scholarship, innovation, and creativity.

A cornerstone of the University's endeavours is the provision of holistic education to a diverse student body, predominantly comprising economically disadvantaged and minority communities. In pursuit of inclusive education, the University offers scholarships and fee concessions to deserving students and also offers Value-Added Courses free of cost, ensuring access to quality education regardless of financial constraints. Additionally, special initiatives, such as providing free education, food, and hostel facilities to female students, further underscore the institution's commitment to equity and accessibility in education. Further, the University is the only institution in the vicinity offering a Ph.D. program, providing a unique opportunity for advanced studies and research in the region.

The academic curriculum is designed to facilitate comprehensive development, incorporating workshops, competitions, and value-added courses to nurture students' personalities and equip them with practical skills. The philosophy of global-level quality education at the University has become "Learning by Doing" to inculcate and nourish more practical skills in the minds of the students. The compulsory practical-based internship, projects, and dissertation help graduate students apply specific domain knowledge to solve real-life problems and promote interdisciplinary research for the benefit of human society. Faculty members employ multimedia tools to enhance learning experiences, while state-of-the-art computer labs and research facilities cater to evolving societal needs. Encouraging research and scholarly pursuits, the University supports faculty members in publishing papers in esteemed national and international journals, fostering a culture of academic excellence.

Acknowledging the importance of physical well-being, the University offers free gym facilities and Sikh martial arts training to students, promoting physical fitness and discipline. The Sikh martial art and defense form is imparted to female students to equip them with essential self-defense skills, promoting empowerment, confidence, and personal safety. Furthermore, the institution prioritizes emotional support through counselling services and induction programs, ensuring students' holistic development and well-being. Social responsibility is ingrained in the University's ethos, as evidenced by initiatives such as free physiotherapy camps, cancer awareness drives, and village adoption programs aimed at community development.

Being located in a district where the sex ratio is one of the major concerns, the University faces a significant challenge in ensuring a secure environment for all its students and staff, especially female staff members and students. The University prides itself on providing an encouraging and empowering environment conducive to learning and personal growth. The predominance of female faculty members

and students, with around 70 percent of faculty and students being female, represents a significant positive step towards gender equality and diversity within the University. Additionally, the fact that female staff members hold significant positions further reinforces the institution's dedication to empowering women in leadership roles. This demographic composition not only provides strong representation and role modelling for female students but also enriches the learning environment with diverse perspectives and experiences. It signals progress in promoting gender equality in academia and empowers women by challenging traditional gender roles. The higher representation of female students in the University is another encouraging sign of progress towards gender equality in education. Overall, the high number of female faculty members and students reflects positive strides towards creating a more equitable and inclusive academic community. It's a source of pride for the University that no cases of sexual harassment or related issues have been reported to its dedicated cells. However, regular monitoring is always needed and with only regular efforts, this record can be maintained.

Moreover, agriculture in Punjab is integral to its economy and is largely dependent upon the well-being of the farming communities. The University's efforts in facilitating Farmer Advisory Services, Scientist-Farmer Interaction Programmes, and Kisan Melas are instrumental in modernizing agriculture and empowering farmers with the knowledge, skills, and resources needed to thrive in today's rapidly evolving agricultural landscape. NSS volunteers actively engage in initiatives promoting cleanliness, hygiene awareness, and COVID-19 prevention, fostering a sense of civic duty and responsibility among students. Additionally, the University celebrates Punjab's rich cultural heritage through festivals and events, fostering a sense of pride and connection to the region's traditions.

In essence, Sri Guru Granth Sahib World University epitomizes a holistic approach to education, blending academic rigor with moral values and social responsibility to nurture well-rounded individuals poised to make meaningful contributions to society. As Guru Nanak Dev Ji said, "??? ?????? ????? ?????? ??? ??? ???? ???? ?" (By Guru's Grace, contemplate spiritual knowledge; read it and study it, and you shall be honoured), the University puts this principle into practice through its actions.

While the University operates as a private institution, it assumes and upholds responsibilities akin to those of a state institution. This commitment to accountability and service reflects its dedication to fostering a supportive and inclusive environment for its students, faculty, and community

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Sri Guru Granth Sahib World University (SGGSWU) stands as a missionary and humanitarian institution committed to providing quality education without discrimination. Located in Fatehgarh Sahib, Punjab, the University is rooted in the teachings and philosophy of Sri Guru Granth Sahib, and has quickly emerged as a leading institution of higher learning in North India since its inception in 2011.

The University's vision of creating a value-based knowledge society is supported by a strong mission to blend ethical values with modern education, fostering research, innovation, and leadership among its students. With eleven diverse faculties and state-of-the-art infrastructure, SGGSWU emphasises academic excellence, research, and holistic development through sports, cultural activities, and community engagement.

However, as a relatively new institution, SGGSWU faces challenges such as limited alumni financial contributions and competition with more established local institutions. Nonetheless, it continues to work towards these areas by strengthening alumni relations, enhancing research opportunities, and expanding outreach programs.

SGGSWU remains dedicated to its mission of harmonizing moral values with technological advancements, aiming to produce well-rounded, socially responsible graduates who are prepared to lead and innovate in a rapidly changing world.

Concluding Remarks :

Sri Guru Granth Sahib World University (SGGSWU) is dedicated to holistic educational excellence, with a strong emphasis on curriculum development, innovative teaching methods, research, and community engagement. The University's curricular approach is carefully crafted to ensure relevance to the evolving demands of both academia and industry, while integrating local perspectives and socio-economic factors. Regular curriculum updates, guided by comprehensive feedback from stakeholders, keep the programs aligned with national priorities and emerging trends.

The University's teaching-learning processes are student-centric, inclusive, and designed to foster a dynamic and interactive educational experience. The use of advanced digital tools, a robust mentoring system, and a transparent examination process further enhance the learning environment. SGGSWU's research initiatives, spearheaded by dedicated cells and centers, emphasize interdisciplinary collaboration and ethical practices, contributing significantly to academic and societal progress.

With an expansive campus equipped with state-of-the-art facilities, SGGSWU supports an eco-friendly and inclusive environment. The infrastructure is designed to accommodate diverse student needs, with a strong focus on sustainability and accessibility. The University's commitment to student support is evident through extensive scholarship programs, counseling services, and a vibrant extracurricular culture, all aimed at fostering personal and professional growth.

The governance of SGGSWU is marked by a participative and decentralized approach, ensuring efficient utilization of resources and adherence to high standards of quality and accountability. Institutional values at

SGGSWU are deeply rooted in inclusivity, sustainability, and social responsibility, reflecting the University's dedication to nurturing responsible global citizens.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years** Answer before DVV Verification : Answer After DVV Verification :44 Remark : DVV has excluded courses already a part of the syllabus
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years** 2.1.2.1. **Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years** Answer before DVV Verification:

2.1.2.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1006	1377	1155	799	771

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
578	737	731	686	662

2.1.2.2. **Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1006	1377	1155	1127	1117

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1006	1377	1155	1127	1117

Remark : DVV has made changes based on mismatch in input and supporting documents

2.4.2	**Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years** 2.4.2.1. **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Answer before DVV Verification : 165
Answer after DVV Verification: 162

Remark : DVV has excluded teachers with less than 10 months of experience

2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**
	2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year**
	Answer before DVV Verification : 1757
	Answer after DVV Verification: 1405
	Remark : DVV has made changes excluding faculty less than 10 months of experience
3.2.1	**Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**
	Answer before DVV Verification :
	Answer After DVV Verification :41.62
	Remark : DVV has made changes excluding the grants received beyond the assessment period for which statement of expenditure is provided
3.3.2	**Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years**
	Answer before DVV Verification :
	Answer After DVV Verification :44
	Remark : DVV has only considered awards with top 3 position holder for research and excellence as per the e-copies shared by the HEI
3.4.4	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**
	3.4.4.1. **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**
	Answer before DVV Verification : 528
	Answer after DVV Verification: 308
	Remark : DVV has considered only unique entries of ISSN numbers excluding the research papers that are not notified on UGC CARE list
3.4.5	**Number of books and chapters in edited volumes published per teacher during the last five years**
	3.4.5.1. **Total Number of books and chapters in edited volumes published during the last five years**

	Answer before DVV Verification : 429 Answer after DVV Verification: 148 Remark : DVV has only considered the unique ISBN numbers as per the supporting documents
3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years** 3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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72	49	40	58	06 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
60	41	32	45	6	 Remark : DVV has made changes considering activities of community outreach
3.7.1	**Number of functional MoUs/linkages 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** Answer before DVV Verification : Answer After DVV Verification :147 Remark : DVV has made changes as per the report shared by HEI.
4.1.2	**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years** 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
235.83	719.90	8.13	11.02	18.44 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
7.45	7.08	8.13	11.02	18.44	 Remark : DVV has rechecked and only considered expenditure on infrastructure development

4.2.2	**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.70	2.07	2.50	5.43	4.56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.91	0.80	1.79	0.62	2.99

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 811
Answer after DVV Verification: 755

Remark : DVV has made changes based on mismatch input and supporting documents shared by HEI

5.1.3	**Following capacity development and skills enhancement activities are organised for improving students' capability**

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	19	22	13	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	10	4	4

Remark : DVV has only considered winning positions as per the supporting documents

6.4.2	**Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1210.65	801.27	573.12	1470.00	1330.00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made changes excluding grants received from govt other than development & maintenance of infra as all grants are for payment of dues

6.5.2	**Institution has adopted the following for Quality assurance:**

	1. **Academic and Administrative Audit (AAA) and follow up action taken** 2. **Conferences, 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 and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc** 6. **Any other quality audit recognized by state, national or international agencies** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI.
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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.
7.1.6	**Quality audits on environment and energy are regularly undertaken by the institution** **The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environmental audit** 2. **Energy audit** 3. **Clean and green campus recognitions/awards** 4. **Beyond the campus environmental promotion and sustainability activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.
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 institutional Code of Conduct principles are displayed on the website** 2. **There is a committee to monitor adherence to the institutional Code of Conduct principles** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above

	Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of final year outgoing students year wise during last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>713</td><td>680</td><td>654</td><td>643</td><td>585</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>926</td><td>680</td><td>654</td><td>643</td><td>585</td></tr></table>
2.1	**Number of full time teachers in the institution year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>167</td><td>193</td><td>183</td><td>178</td><td>159</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>144</td><td>169</td><td>159</td><td>147</td><td>132</td></tr></table>
2.2	**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:** Answer before DVV Verification : 269 Answer after DVV Verification : 244
3.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>542.65</td><td>976.41</td><td>249.27</td><td>294.37</td><td>343.55</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>380.91</td><td>358.51</td><td>396.12</td><td>533.78</td><td>546.99</td></tr></table>