



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SRI GURU GRANTH SAHIB WORLD UNIVERSITY
U-0606**

**Fatehgarh Sahib
Punjab
140407**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	SRI GURU GRANTH SAHIB WORLD UNIVERSITY Fatehgarh Sahib Punjab 140407	
2.Year of Establishment	2008	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	11	
Departments/Centres:	23	
Programmes/Course offered:	56	
Permanent Faculty Members:	52	
Permanent Support Staff:	124	
Students:	3528	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Catering to the needs of rural/poor students in remote areas 2. . Private University with more than 70% girls 3. . University is giving scholarships to 70 % students	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 11-12-2024 To : 13-12-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. N V KALYANKAR	FormerVice Chancellor,Gondwana University
Member Co-ordinator:	DR. RANDEEP RANA	Professor,M D UNIVERSITY
Member:	DR. PROF MANOJKUMAR SHASTRI	Professor,Gujarat University
Member:	DR. DEVENDRA BHATT	Director,Bundelkhand University Jhansi
Member:	DR. PUSHPAM NARAIN	Dean,Lalit Narayan Mithila University Darbhanga
Member:	DR. MANIKUMAR MUTHIAH	Dean,SRM College of Physiotherapy SRM Institute of science and Technology Tiruchirappalli Campus
Member:	DR. SUDESH V	Professor,bangalore university
NAAC Co - ordinator:	Dr. Devender S Kawday	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	<p>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</p> <p>Sri Guru Granth Sahib World University places a strong emphasis on ensuring that its curriculum is relevant to local, regional and national needs. The curriculum of various programs is regularly updated since 2015 under the Choice Based Credit System (CBCS), incorporating elements of the UGC's model curriculum. Adopting the framework of New Education Policy (NEP)-2020 from the current session (2023-24), the University demonstrates its commitment to modern educational paradigms. The University is 24 undergraduate, and 32 postgraduate programs under 23 academic departments.. Various academic subjects such as Agriculture, Engineering, Science, Management, Law, Physiotherapy, Language, Education, Socio-religious studies and Performing arts emphasize on skill-based education and enhancing employability by meeting both local socio-cultural needs and global market demands. Currently, the University has 11 operational faculties, each consisting of a distinct set of affiliated teaching departments. Course Outcomes (CO), Programme Outcomes (POS) and Programme Specific Outcomes (PSO) ensure that students acquire specific skills and knowledge relevant to the current professional environment.</p>
1.1.2 QIM	<p>The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements</p> <p>In the last five years, the University has introduced a significant number of new courses, demonstrating a high level of academic flexibility. The institution has also integrated cross-cutting issues such as Business ethics, Gender, Human values, Environment, and Sustainability into the curriculum. In addition to these efforts, the University also offers certificate/value-added courses and diploma programs, as well as online courses through recognized platforms, where students have enrolled and successfully completed. In conclusion, the University is committed to providing students with a holistic education that prepares them not only for successful careers but also for purposeful and fulfilling lives. The curriculum for both undergraduate and postgraduate programmes is developed and revised regularly by the University through meetings of the Board of Studies/Faculty/Academic Council. These revisions are made based on extensive feedback received from stakeholders including students, alumni, faculty and employers.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p>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</p> <p>The University has designed the curriculum to provide holistic education, covering several cross-cutting themes such as Professional ethics, Gender equality, Human values ??and Environmental sustainability, all of which are in line with the Sustainable Development Goals. Additionally, the importance of imparting human values ??through religious activities, cleanliness drives, blood donation and health check-up camps is emphasized. Practical activities such as tree planting, waste management projects and organic farming demonstrations are also conducted by the University. The University provides skill-based education at postgraduate, undergraduate and diploma levels through employability enhancement programmes that meet local socio-cultural needs and global market demands to ensure global employability. Overall, Sri Guru Granth Sahib World University is dedicated to providing a well-rounded, relevant and flexible curriculum that prepares students for emerging demands.</p>

Qualitative analysis of Criterion 1

The University has ensured that its curriculum is relevant to local, regional and national needs. The curriculum is regularly updated since 2015 under the CBCS, incorporating elements of the UGC's model curriculum. Adopting the framework of NEP-2020 from the current session (2023-24) the University is conducting more than 1800 courses including 24 undergraduate, 532 postgraduate programs under 23 academic departments and 11 faculties. In the last five years, the University has introduced a significant number of new courses, demonstrating higher level of academic flexibility to provide holistic education, covering several cross-cutting issues such as Professional ethics, Gender equality, Human values and Environmental sustainability. Additionally, imparting human values through religious activities, cleanliness drives, blood donation and health check-up camps is emphasized. Tree planting, waste management projects and organic farming demonstrations are also conducted by the University. Overall, the University provides relevant and flexible curriculum that prepares students for emerging demands.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Catering to Student Diversity
2.2.1 QIM	<p>The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student</p> <p>The University encompasses 23 disciplines under different 11 faculties Botany, Environmental Science, Economics, Punjabi, Political Science, History, guru Granthshen Religious Studies. Sociology, Physics, Chemistry, Zoology, Computer Science, Mathematics ,Music, Education , Law, Food Processing Technology ,Physical Education And Sport Technology ,Social Science ,English, Physiotherapy, Biotechnology , Commerce & Management and Agriculture. Concentrating on a distinctive intellectual and human capital, institute offers 56 academic programs. Methodologies like Participative Learning, experiential learning, problem solving and flipped learning are being practiced for enhancing the learning capability across the departments. In order to strengthen the self-learning capability of the student’s initiative has been taken by introducing techniques like flipped learning. Problem solving methods are implemented by components of project works and tutorials. Student feedback mechanism is in place. Teaching staff provide a variety of learning experiences using various inclusive techniques. University has adopted different pedagogy to make learner-centric education effective. The university is 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.</p>
2.3	Teaching- Learning Process
2.3.1 QIM	<p>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</p> <p>Continuous evaluation is in good practice. The faculty members are qualified and research oriented. Most of the faculty members are PhD holders but need to fill vacant positions of teaching staff. Student centric methods are used to make the teaching and learning process more effective. ICT infrastructure is found to be good. Student centric methods such as experiential learning, participative learning and problem-solving methodologies were found to be actively used. Lab based experiential learning supplements concepts learned theoretically. Individual /group projects were developed by students based on new technological advancements and industrial applications. Industrial training/ Internships /Software training is provided to students to enhance personal and professional skills. Workshops and Expert lectures are used to familiarize students with the latest technical advancements and to make them conscious of industry requirements and standards. Many National and International seminars and conferences have been conducted. Students’ involvement in various departmental activities is very good. Students performance in theory subjects is assessed through mid-semester tests (MSTs), assignments and attendance. Assessment for the laboratory is based on attendance, field-work, viva and continuous assessment. The University uses a graded system for assessment. Efforts have been made to move towards Outcome-based education. Attainment of course outcomes, program outcomes, COs-POs needs to be methodical. Average of direct assessment of all courses (internal and external examination) is taken to compute final attainment of POs/PSOs.</p>
2.3.2 QIM	The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

The University towards 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 they carefully selected faculty members and peers, renowned for their empathetic nature and excellent communication skills, serve as mentors to the students. The university offer guidance on choosing electives and courses, developing study plans, and setting ambitious yet achievable goals. The students are empowered to excel in their chosen fields. The socio-cultural diversity at the university necessitates an advanced approach to providing emotional and psychological assistance to 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. To enhance the mental health and well-being of the students, university strive to create a supportive and inclusive environment where every individual can through 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.

2.6 Student Performance and Learning Outcomes

2.6.1 QIM **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**

All Faculty members use pedagogical approaches and Bloom's levels to ensure the achievement of Course Outcomes (COs), thereby enhancing the students' overall learning experience. 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. Continuous evaluation through mid-semester examinations provides a direct assessment of students' theoretical knowledge.

Qualitative analysis of Criterion 2

The university encompasses 23 disciplines under different 11 faculties . Concentrating on a distinctive intellectual and human capital, institute offers 56 academic programs. Methodologies like Participative

Learning, experiential learning, problem solving and flipped learning are being practiced for enhancing the learning capability across the departments. University has adopted different pedagogy to make learner-centric education effective. Continuous evaluation is a good practice. The faculty members are qualified. Most of the faculty members are PhD holders. ICT infrastructure is found to be very good. Student centric methods were found to be actively used. The University has created standard formats for question papers and assignments. External Assessment is conducted through university exams, project assessments, Industrial trainings/internships and dissertations etc. The University uses a graded system for assessment. CO-PO needs to be methodised. Average of direct assessment of all courses (internal and external examination) is taken to compute final attainment of POs/PSOs.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Promotion of Research and Facilities
3.1.1 QIM	<p>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</p> <p>Adequate research infrastructure has been created to fulfill the appropriate need of the researchers along with the latest required search instruments and equipments. There are (20) Ph. D. Programs in which (148) Research Scholars are enrolled under the 54 recognized research guides. Total (122) scholars have been award Ph.D. under the guidance of the faculties of the University in the last five years and the ratio per guide comes about (2.26). The faculty of the University and the research scholars of the university are actively engaged in the quality research activities and publications. Total 308 research papers are published by the facility in last five year in the UGC CARE list and the ratio per guide per year is (1.26). Total 429 book chapters have been published by the faculty of the University in last five years.</p> <p>The faculty and scholars are actively involved in collaborative research with institutes of national and international repute through MoU's and linkages. There are (129) functional MoU's / linkages with institutes / industries in India and abroad for internships / on job training / project work and collaborative research. The faculty and scholars are providing consultancy to Industries and institutions and earned Rs.44.75 lakhs. Only one patent is granted and one one is published in the name of the institution in the last five years.</p>
3.3	Innovation Ecosystem
3.3.1 QIM	<p>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</p> <p>The institute is striving hard to promote a conducive environment for research, innovation and extension activities that contribute to socio economic development and the upliftment of the society. It emphasizes on collaborative, interdisciplinary and multidisciplinary research for solving the issues confronting developing nations (countries). The areas of significant interest are mainly engineering, food processing, agriculture, biotechnology, physiotherapy, chemistry, physics, business administration, law, physical education, religious studies and cultural dimensions of human life.</p> <p>The institute has a stated code of conduct and Ethics for research and innovations and implementation of which is ensured through the research methodology course work, presence of institutional ethics committees, plagiarism checkups through software and research advisory</p>

	committee. The research ecosystem of the university is headed by dean research who ensures interdisciplinary collaborations and implementation of strategic initiatives to provide space to crystallize innovative ideas and carryout research work. There is a well defined incubation center with adequate instrumentation facilities and dedicated faculty to develop research policy and promote research activities. There is IPR cell taking care of the documentation of the IPR of the University and documentation . The research activities are published in the reputed journals. The institute has developed research promotion policy regarding the provision of seed money to undertake research projects by faculty and scholars.
3.6	Extension Activities
3.6.1 QIM	<p>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)</p> <p>The institute has a well established cell under the guidance of the socially committed teachers to undergo extension activities. The NSS volunteers and university students actively take part in community clean up drives health awareness campaign, literacy outreaches and cultural exchanges. The special drive of the institute “Say no to single use plastics” to reduce plastics waste is in practice. The students are actively involved in waste segregation, campus cleanups and tree plantation. In all (184) number of extension and outreach programs were conducted by the institution in last five years. The NSS unit of the University has adopted 5 villages in the nearby region and outreach activities are conducted to transform the villages into the self sufficient villages. The University has established library in the village school, health checkup drives, cleanliness drives are frequently organized. Food and nutrition & women empowerment, say no to drugs awareness rallies are also organized. The University is located in the vicinity of the great holi place of the sikh religion that is fatehgarh sahib which is the place where the sahebjada were bricked live and on on that there is pilgrimage in the month of December every year where nearly 1-1.5 million sikh devotees gather. The entire University mechanism and volunteers provide facility in the campus like residence, food, medicine and cleanliness in that period the most notable outreach activity of the University.</p>

Qualitative analysis of Criterion 3	
Research infrastructure supplements the need of the researchers . There are 148 Registered Research Scholars and 122 have been awarded Ph.D. The faculty and the researchers have published 429 book chapters and 308 research papers in the UGC CARE list. There are (129) functional MoU’s / linkages with institutes / industries in India and abroadfor internships / on job training / project work and collaborative research. Faculty and scholars are providing consultancy to Industries and institutions and earned Rs.44.75 lakhs. The h - index of the university is (44) which needs to be improved. One patent is granted and one published .Under extension activities . NSS volunteers have contributed significantly in the five adopted Villages. The University publishes two research journals and one of the research journals, The Journal of Religion and Sikh Studies is included in UGC CARE list.	

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><i>The institution has adequate infrastructure facilities for</i></p> <p><i>a. teaching - learning. viz., classrooms, laboratories,</i></p>

	<p><i>b. ICT enabled facilities such as smart classes, LMS etc.</i></p> <p><i>c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.</i></p> <p>Describe the adequacy of facilities within a maximum of 500 words</p> <p>The University is having a lush green campus with a well-built Infrastructure and physical facilities. 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 center, Poly House, Orchard, Botanical Garden and a 10-acre agricultural experimental farm. The University has around 80 classrooms with LAN/Wi-Fi facility and portable projectors which ensuring students access to educational content.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p>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</p> <p>The University has well-stocked libraries with a 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 University has signed an MoU with INFLIBNET. The touch-screen systems enable efficient handling of check-ins, check-outs, and renewals, enhancing the overall circulation process.</p>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</p> <p>University has established a comprehensive IT policy 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. The University has set up internet connectivity of 250 Mbps fiber optic Internet Lease Line (1:1) provided by BSNL. There is a availability of Wi-Fi in Hostels, Classrooms, Smart LED TV and Webcams across the campus and Computing facilities like High speed Internet in all Computer Labs.</p>
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<p>There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.</p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words</p> <p>Different committees are elected by higher authorities and they meet regularly to ensure the timely decisions to construct new buildings, maintain, and repair old buildings, etc.</p>

Qualitative analysis of Criterion 4

The University has 80 acres of land and houses two academic blocks, hostel, Canteen, Cafeteria, Bank, ATM

facility, gymnasium, stadium, Physiotherapy OPD, and availability of other facilities such as lifts, ramps for differently-abled persons. Each department has its own library and all libraries are networked with wi fi facility. The University Health Centre has a fulltime Doctor to attend immediate medical requirement. The university provides separate hostel facilities for Girls & Boys which accommodates 459 Girls students in 153 rooms, and 95 Boys 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, staff and students to commute from nearby localities. University has good Indoor and outdoor sports facilities. A separate Ict wing is available which needs to be strengthened for the campus fully automated.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.2 QIM	<p>Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years</p> <p>Sri Guru Granth Sahib World University has established a Counselling cell that offers career guidance and advice to students and supports them to identify their strengths, interests, and career preferences pertaining to resume writing and interview skills apart from imparting exam preparation strategies on regular basis. 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 to facilitate the Students with job opportunities. The University Counselling cell organizes mentorship programs providing information pertaining to competitive exams etc.</p>
5.3	Student Participation and Activities
5.3.2 QIM	<p>Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.</p> <p>Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words</p> <p>For the overall holistic development of students , SGGSWU has made provision for student representatives in several committees.Apart from being Class Representatives , Students are also member of various Academic and Administrative Committees of the university, like Academic Council, IQAC, and also contribute in the management of canteen, hostel facilities, and sports activities. Students are also involved in planning and organizing curricular, co-curricular, and extracurricular activities organised regularly thereby contributing in its governance and decision-making bodies. The Internal Quality Assurance Cell collects feedback from the Students on regular intervals while maintaining anonymity and forward this feedback to the relevant authorities for further necessary action.</p>
5.4	Alumni Engagement
5.4.2 QIM	<p>Alumni contributes and engages significantly to the development of institution through academic and other support system</p> <p>Describe the alumni contributions and engagements within a maximum of 500 words</p> <p>An Alumni happens to be a most important stakeholder in every Institution..The University Alumni Association organises reunions, social gatherings, and networking events to facilitate connections among alumni as resource person, speakers, chairpersons in the conferences, workshops and seminars. The Alumni during the visit to their alma mater, train the students for the current job market with interview skills under the banner of Alumni Association and Career Counselling. The Placement Cell of the University has been in constant touch with its alumni members representing various industries and institutes , help the aspirants to promote employment. The feedback from the Alumni representation has contributed in designing of the academic curricula for the current Skill Development.</p>

Qualitative analysis of Criterion 5

The University endeavours to provide a supportive environment for students and assist them in their academic and professional development. Training and Placement Cell guides students for competitive examination enhancing employability in both, Government and private sector apart from professional development. Over the past five years, on an average, 2084 students have benefited by scholarships

of approximate Rs. 5.5 crore each year from one or more sources of scholarships /fee waivers. Additionally, University provides fee reductions on the basis of merit and need. Students complaints are addressed timely via Students' Grievance cell . All the departments of the university have a student council constituted at the beginning of each academic year. These Councils serve as a link between administration and students. These councils organize yearly Literary, Cultural, and Sports events to tap the potentials of the students and create an environment in which new ideas, leadership, and creativity can flourish.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p>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.</p> <p>The vision and mission of the University are well defined. They intend to work for harmonizing the high moral values laid out in Sri Guru Granth Sahib and other holy Scriptures with the advancing technologies. The University is offering diverse range of programmes catering to societal needs and challenges. University is offering scholarships to meritorious and needy students. University is working 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 system of delegating authority and providing operational autonomy to all functionaries.</p> <p>The Syndicate and senate are the executive bodies of the University, responsible for the conduct of administrative and academic affairs of the University. 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. Registrar controls and regulates the administrative functions of the University. 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 changes in course curriculum are passed in the Board of Studies headed by the departmental head, which is passed in respective faculty and finally approved by the Academic Council.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p>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</p> <p>The University approach is student-centric, wherein, all the curricular and co-curricular activities for each year are planned and circulated in the form of Academic and Activity Calendar. University operations are governed by the University Act, Statutes, Ordinances, and Regulations laid down in the University Calendar.</p> <p>The University has an effective appraisal system in place for teaching and non-teaching staff. The University follows the UGC Career Advancement Scheme for the promotion of teaching staff. The appraisal of non-teaching staff is done on the basis of the annual confidential report (ACR) received from the heads of their respective branches. A medical facility, free OPD services etc are made available for staff and students. Seminars on health and wellness, Sports, Yoga are organized by University. Group insurance is provided to the teaching and non-teaching staff. No</p>

	financial support was given in last five years to the teachers for seminars and conferences.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</p> <p>The University has performance appraisal system in which teachers are given opportunity for career advancement. Teachers are allowed to fill the Performa for the Career Advancement scheme and per the UGC policy of promotion they are considered and given promotion. The faculty members are given incentives for their work. The appraisal of non-teaching staff is done on the basis of the annual confidential report (ACR) received from the heads of their respective branches. As per the report they are given the incentives from time to time as per the policy of the University. Teachers and non teaching staff who are residing out of campus are provided with concessional travel facility. Health facility is provided to the teachers and non teaching staff from the health center in the Physiotherapy department where one qualified doctor is available in the office hours. They have made provision of seed money for the research related work of teachers so that teachers will be promoted for research grant. Faculty members are given incentives if they achieve PhD degree. Health camps are organized for the staff members from time to time.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources</p> <p>Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words</p> <p>The major source of funds is fee collected from students of the University. The grants received from the Trust or SGPC (approximately 50 crore in last five years) are used for the deficit of funds. Additional funding is obtained by the faculty members from funding agencies through research proposals. These funds are utilized for the research and laboratory development. The institute has framed a 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. 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.</p>
6.4.3 QIM	<p>Institution regularly conducts internal and external financial audits regularly</p> <p>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</p> <p>The University budget 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. Internal audit is carried out by finance officer and accountant as per the rules laid down by university. The internal audit related objections are communicated to the concerned</p>

	<p>department. After rectification of the objections the payment procedure is conducted.</p> <p>External audit is conducted by the external chartered accountant appointed by syndicate. External audit is carried out every year. The balance sheets are available with the account department. The objections received from the external auditors are subjected to the review to the concerned and after that corrective measures are taken. There were not much objections in the last five years. Talley software is used for the compilation of the results. 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 allowed to access all the relevant documents as per need.</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p>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</p> <p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –</p> <ul style="list-style-type: none"> • 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) <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words</p> <p>IQAC is working for establishing 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. One best practice is regular Internal and External Academic and Administrative Audit and the other one is Feedback System developed in the University. They are conducting regular meetings for the academic and administrative reforms of the University. Faculty members are encouraged for their activity in the teaching and research work. The IQAC 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. There is a feedback mechanism in which the cell gathers feedback from various stakeholders, including students, faculty, alumni, and employers. IQAC is promoting accountability and transparency in the functioning of the University.</p>
6.5.3 QIM	<p>Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)</p> <p>Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)</p> <p>The IQAC of the University is working on developing a comprehensive mechanism at the University to integrates various functions. In the case of Curricular Reforms IQAC is helping in developing the POs, PSOs and COs for course curriculum. program to the IQAC at the end of each academic year. In the case of Faculty and Staff Development they have organised various Orientation/ Professional development programs and workshops for the professional development</p>

of faculty. In the case of Promoting Research and Innovation they are doing work to promote research and innovation practices among the faculty and students. They are working on collaboration for MoUs and many are functional. For the Enhancing Digital Learning they have 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. They are doing good work in Periodic Audits to Ensure Proper Documentation and Record-Keeping. The Feedback and Evaluation Mechanisms is very good and beneficial for the growth of the University.

Qualitative analysis of Criterion 6

The University is having a good governance system in which Vice Chancellor is the academic chief of the University. The transparency is ensured with the multi level decision making. The role of syndicate, Deans, Directors and Head of the Departments is well known for everyone. The regular enhancement of facilities for the teachers, staff and students is very good. The faculty development programs for the teachers are helping in their growth. The working of finance department is very transparent and hassle free for the stake holders. The contribution of IQAC in the overall development is satisfactory. The internal and external audit is helping them in transparent. The funds are generated from fee and the major grant received from SGPC. The scholarship is given by them is a real help for the students and education in the backward area of this region.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<p>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</p> <p>The University has in existence the gender equity. It has more than seventy percent of girls/women as employees and students. Academic curriculum includes gender studies. Student body comprises women hailing from rural areas. Women Grievance redress cell resolves issues affecting women well being in the campus. The ICC is established as per UGC norms. Counselling cell complements by providing support in career guidance, mental and physical health issues. Gender audit is undertaken to promote gender equality. On campus hostel facility for girl students along with CCTV surveillance takes care of the safety and security of women in the campus. Suggestion boxes facilitate the reporting of issues. A nearby civil hospital acts as the immediate medical assistance. The physiotherapy dept. caters to women health care needs in the campus. Self defense skills like Gatka fosters empowerment and safety to girls in the campus. Separate common areas for relaxation and social interaction helps in maintaining conducive environment.</p>
7.1.3 QIM	<p>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • e-Waste management • Waste recycling system • Hazardous chemicals and radioactive waste management <p>The University practices the policy of zero waste and reduce-reuse-recycle policy. The building infrastructure is designed to prioritize ventilation and maximum natural light provides sunlight inside the campus. Sensor-based electric appliances manage efficient electricity consumption. To dispose solid waste generated in the campus collaboration exists with Municipal Council. Dry and wet waste is segregated in the campus. Paper waste is avoided by encouraging e-learning process. Composting pits for bio degradable waste are maintained. Disposal of liquid waste generated from laboratory are stored in non-chlorinated plastic bags for safe disposal. Sewage treatment plants purify water for reuse in irrigation. An outside agency through contractual agreement takes care of Biomedical waste management. E-waste recycler sanctioned by Punjab Pollution Control Board is authorized to dispose electronic waste. Landscaping ensures sustainable water utilization in the campus. Protocols for management of hazardous chemical are maintained. Dosimetry service are enlisted to monitor radiation exposure. However, there is no liquid radioactive sources in any department of the University.</p>
7.1.5 QIM	<p>Green campus initiatives include</p> <p>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</p> <p>Green campus initiatives are reflected through the implementation of various measures such as</p>

energy-efficient infrastructure, waste management and sustainable transportation policies. These are supplemented through educational awareness campaigns by engaging students and faculty to adopt eco-friendly practices. Designated parking slots, safe and comfortable pedestrian access, broadpath ways helps in giving a green campus look. Ban on single-use plastic items such as straws, cups, plates etc., shows the commitment to sustainability. Annual tree plantation and maintaining garden are some of the green initiatives. By adopting neighboring villages, kitchen garden projects are facilitated by students of the University. Nearby schools receive guidance on cultivating and maintaining gardens. Diverse array of flora and fauna are witnessed in the campus. Plant species with significant medicinal value contribute to the ecosystem and ecological richness and sustainability. Greener and ecologically richness is witnessed in the campus.

7.1.7
QIM

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

University recognizes the value and potential of differently abled individual and employs different approach to ensure their holistic well being across all aspects of campus life. It reserves 3 percent of seats for differently abled students. The access to campus is designed to cater to the differently abled individuals. Accessible toilets and rest rooms provide a supportive environment to student with disabilities. Physiotherapy department offers treatment services to cater to the needs of the person with disabilities. Wheelchair are placed to ensure ease of access and mobility. Lifts for access to different floors are provided. There is a provision for scribes. Online teaching platforms are facilitated. The needs of differently abled students are catered in the library. Screen reader software and human assistance are personalized. Personalized service supported by technological innovations provide holistic environment to the differently abled students in the campus.

7.1.8
QIM

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).

The University is guided by the core principle of welfare for one and all to promote tolerance and harmony. By adopting villages the University engages in holistic development to enhance the quality of life for local residents. NSS unit of the University organizes programs such as health camps, cleanliness drives, tree plantation and skill development workshops. Instructions in English, Punjabi and in national language are offered for students with diverse cultural background. Financial assistance to economically disadvantaged are offered. Reverence to earth and its natural resources are espoused. Environmental sensibility is instilled among the students. Stewardship by active involvement of students in the care and maintenance of green spaces is promoted. Cultural enrichment activities are organized. Students are connected to the roots by way of organizing national, international days and motivational lectures. Students are motivated to be global leaders.

7.1.9 QIM	<i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i>
	Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.
	Constitutional obligations and values are emphasized through teaching and celebrative activities. Various national and international events such as Constitution day, Environmental Day, world cancer day and events such as blood donation camps, drug awareness drive involving students promote the importance of rights and duties of citizens. Commemoration of birth anniversary of religious leaders, oath taking ceremony on National voters day highlight the importance of obligations of citizens. National seminars are held to educate students on constitutional rights and duties. Courses on legal and human rights enhance students understanding of legal framework and social justice. Distribution of books and cleanliness drives promote hygiene in villages.
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented as per NAAC format provided in the Manual.
	The two best practices adopted by the University are tilted as , 1. Empowering students through scholarship and 2. Sarbat da bhala: Community service (welfare for one and all)
	Scholarships and fee concessions are offered to economically disadvantaged and meritorious students and free education and accommodation for female students. Three kind of scholarships, i. Sri Guru Granth Sahib Scholarship, ii. Scholarship to girl students, iii. Fee waivers scheme for Needy and meritorious students, are practiced.
	The other best practice regarding welfare for all, is practiced by free physiotherapy, OPD camps, cancer care camps, Blood donation camps. Providing relief activities during natural disasters is in practice during emergency. Contributions from students and staff during relief programs promotes the best practice. Over the years the university is involved in various community services.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words
	The University takes pride in being a missionary and charitable institution. It is committed to disseminate the value of universal brotherhood. Its emphasis is on service to humanity. Sikh tradition of selfless service is a distinctive feature of the University. Holistic education to a diverse set of students, scholarships and fee concessions to the needy students marks another distinctive feature. Free gym facilities and sikh martial arts training to students, adoption of villages, gender care and providing education in a rural area is significant. Farmers advisory and services, kisan melas are important ancillary activities. Providing transport services to the staff at concessional rates are important. Encouraging and empowering girl students is an important mission of the university.

Qualitative analysis of Criterion 7

On-campus hostel facility for girl student is available. The University is steadfast in its commitment to principle of “Zero Waste” and adheres to the “Reduce-Reuse-Recycle” Wastewater management are underscored by the utilization of Sewage Treatment Plants. Treated water from Sewage Treatment Plants is repurposed for irrigation and landscaping and water effluent from the RO plant is collected and used in flush tanks.ensuring sustainable water utilisation across the campus. To promote Swachh Bharat Abhiyan, the

University has enacted a strict banned single-use plastic items such as plastic straws, cups etc. 3% of seats are reserved explicitly for differently-abled students. Wheelchair facilities, Ramps and hand railings are integrated. NSS Units, organizes an array of programs and Campaigns. The University has identified, “Empowering Students through Scholarships” as one of the best Practices, Further, another best practice- “Sarbat da Bhala: Community Service” encourages self-realisation in addressing social issues promoting responsible citizenship.

Section III:Overall Analysis based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)

Overall Analysis

Strength:

1. The location of the University is near to the capital city of the state of Punjab.
2. Sizable land of 80 acres for future development.
3. State of the art Girls hostel with very good infrastructure.
4. The management of the University is SGPC, the apex body of sikh religion, having abundant funds and visionary leadership.

Weaknesses:

1. Less Contribution of the alumni.
2. Poor industry-institute interaction
3. Students are having lack of communication skills
4. Insufficient number of permanent teaching and non-teaching staff.
5. Lack of Research promotion facilities

Opportunities:

1. To find place in National and international rankings.
2. Students being well built and from rural background may be motivated for career in sports.
3. To inculcate the culture of interdisciplinary and multidisciplinary research among the faculty of various departments.
4. To make use of NEP-2020 in assuming leadership role as a mentor institution for other Higher Education Institutes.
5. To aim to obtain experiential learning opportunities at national R&D facilities.
6. To design, produce and offer MOOCs.

Challenges:

1. To ensure the University's economic viability for potential opportunities.
2. To promote research and consultancy.
3. Monitoring and promoting student progression to pursue higher education and employment.
4. To organize potential growth in research and development to bring academia with industries with consultancy and linkage to contribute for societal growth.
5. The migration of students for higher learnings
6. Overcoming the language barrier among the rural students.
7. To develop entrepreneurship among student for self-employment.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- To plan add-on and enrichment courses along with value addition to the methodology of teaching learning process.
- Industry need based and job oriented UG and PG programmes be started.
- Formalization and strengthening of feedback mechanism.
- To provide financial perks and incentives to retain quality teachers for long time.
- Faculty members may be encouraged to pursue doctoral degree.
- Sports facilities may be enhances by constructing indoor sports complex and swimming pool
- Construction of separate boys hostel in campus
- Construction of auditorium for enhancement of cultural and academic activities.
- Strengthening of health center
- Residential facility for teaching and non teaching staff

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. N V KALYANKAR	Chairperson	
2	DR. RANDEEP RANA	Member Co-ordinator	
3	DR. PROF MANOJKUMAR SHASTRI	Member	
4	DR. DEVENDRA BHATT	Member	
5	DR. PUSHPAM NARAIN	Member	
6	DR. MANIKUMAR MUTHIAH	Member	
7	DR. SUDESH V	Member	
8	Dr. Devender S Kawday	NAAC Co - ordinator	

Place

Date