

INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 3)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
Gurukula Kangri (Deemed to be University)
U-0556
Haridwar
249404

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

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Section I: GENERAL INFORMATION

1.Name & Address of the institution:	Gurukula Kangri (Deemed to be University) Haridwar Uttarakhand 249404	
2.Year of Establishment	1962	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	9	
Departments/Centres:	26	
Programmes/Course offered:	34	
Permanent Faculty Members:	131	
Permanent Support Staff:	210	
Students:	6093	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. PG & Research Programme in Veda and Yogic Science 2. Performing daily Yajana 3. Imparting education through Indigenous Gurukula system	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 24-11-2021 Visit Date To : 26-11-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. VAIDEHI VIJAYAKUMAR	Vice Chancellor,Mother Teresa Womens University
Member Co-ordinator:	DR. ISHWAR BHAT	Professor,Central Sanskrit University
Member:	DR. PROF K S THAKUR	Dean,Jiwaji University Gwalior
Member:	DR. MALAY K DAS	Professor,Dibrugarh University
Member:	DR. DEVANAND PADHA	Vice Chancellor(in-charge),CENTRAL UNIVERSITY OF JAMMU
NAAC Co - ordinator:	Dr. M.S. Shyamasundar	

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Dr. M.S. Shyamasundar

Section II: CRITERION WISE 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	Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The curricula is developed following standardized procedures and revised at regular intervals taking feedbacks from all stakeholders. Presently, the university has implemented the syllabus as per various regulatory bodies. The local, regional, global and industrial developmental needs regarding employability and entrepreneurship are considered during course design. The continuous, in-semester and end-semester assessment are used to access the attainment of POs and COs. Gurukula Kangri (Deemed to be University) offers courses related to human values, professional ethics, Indian Knowledge Tradition and environmental studies for all students at UG and PG levels.

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools including online resources for effective teaching and learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents
2.6.2 QIM	Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The university has sincere and dedicated faculty. Each faculty member has been provided with a computer and internet facility. The university motivates the teachers to use ICT – enabled tools including online resources for effective teaching and learning processes. Student centric methods, such as experiential learning, participative learning and problem solving methodologies are employed for enhancing learning experiences of the students. The slow learners are identified after the first test. Tutorial classes are given for slow learners. The students are aware of their Course objectives, Learning Outcomes, Program Outcomes, Programme Specific Outcomes and Course Outcomes which are posted on the website for few programs. However, the attainment of these objectives needs to be evaluated by appropriate process. In *Garbhastha parampara* (mentor-mentee tradition), mentors, assigned to the students, who regularly monitors the pace of learning of their respective mentees. The university has a centralized examination system. The examination procedures are regularly reviewed by the Academic Council of the university. All courses have continuous internal assessments with multiple assignments and tests are given to the students. 30 marks is assigned for internal assessment and out of which 20 marks for the written test, 5 marks for the assignment and 5 marks for attendance. Two written tests are conducted and the best of the two is considered for calculation of internal assessment marks. With the introduction of information technology into the examination mechanism of the university, efficiency has been enhanced by automating different activities. IT application is found at most of the processes of the university, for smooth management of examinations, to obtain greater efficiency, transparency and reliability. Digital Mode is applied for teaching, and conducting tests in online mode. A lot of webinars/conferences/workshops at national/international level are conducted by the faculty. Courses offered by the MOOC, NPTEL and SWAYAM platforms are utilized by the students.

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.
3.4	Research Publications and Awards
3.5	Consultancy
3.5.1 QIM	Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.
3.7	Collaboration

Qualitative analysis of Criterion 3

The university lays emphasis on research and innovation both at the faculty and students level. Young faculty are provided with computer laptop in order to enable them to quickly start their research programmes. The university has research facilities with qualified research and technical staff. Some of the Departments have been recognized for their research achievements through the schemes of MHRD, UGC, DST, UCOST, AICTE etc. Many departments have good citation index. The university has entered into several MoUs with Indian/foreign universities for collaborative research and exchange of faculty members. The university has a policy for consultancy which promotes the consultancy works permitting to take the works directly by teachers and the remuneration/honorarium for the professional services rendered is credited directly to the teachers. In the assessment period, faculty members have published 617 research papers in UGC listed journals and 246 books/papers in conference proceedings. They are having 11 ongoing research projects costing 2.16 crores and 10 patents till 2021.

The university has promoted the engagement of faculty, students and staff with neighborhood community for their holistic and sustained development through various activities. There is one company of NCC which has adopted one village and four units of NSS have adopted 5 villages near Haridwar. Promotion of the social welfare schemes of the Government like Beti Bachao- Beti Padhao, Swachh Bharat Abhyan, Run for Unity, Go Green Day, were carried out under outreach programmes of the University. Awareness programmes regarding Human Rights, Traffic Rules, Digital India, Women Empowerment, girls education, gender equity, blood donation, Tree Plantation, Youth Leadership etc are being organized by NSS. The NSS wing in the Department of Life learning, Faculty of Education & Training started an Empanelled Training Institute sponsored by Ministry of Youth Affairs and Sports, Govt. of India.

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning, viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)
4.1.3 QIM	Availability of general campus facilities and overall ambience
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS) and has digitisation facility
4.3	IT Infrastructure
4.3.2 QIM	Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The university has three campuses: Main campus in Haridwar, Girls' campus Haridwar, Girls' campus Dehradun. The campus is spread over an area of 218 acres (3 campuses) with a built up area of 75885.71 sq. meters. The buildings with traditional architecture matched with green, aesthetic platform of academic environment cater to the need of 26 Teaching Departments. Shradhanand Vedic Shodh Sansthan which is exclusively meant for vedic research in number of fields.

The learning infrastructure consists of 104 classrooms, 26 smart class rooms, and seminar halls and several laboratories. 95 classrooms are ICT enabled with basic infrastructure such as internet and LCD projectors, multimedia facilities for teaching and learning. Total number of computers for academic purpose is 738. The Computer Centre maintain the ICT infrastructure at the university. The University library is fully automated using Troodon - an Integrated Library Management System and applied plagiarism software URKUND .

There are magnificent 'Yajñashala' Veda Mandir and Yoga Hall to inculcate high values. The university has well established procedures for maintaining various infrastructural facilities and has well maintained auditorium, stadium and Grassy Cricket Ground, Football Ground, Hockey Ground, Volley Ball Courts with flood lights, Badminton Courts with flood lights, Gymnasium Hall including Gym facility, Basket Ball Courts, Lawn Tennis Court with flood lights, Table Tennis Hall, Weight Lifting Platform, Judo Hall with 2 sets of mats Squash Court.

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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of Student Council and its activities for institutional development and student welfare.
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Qualitative analysis of Criterion 5

Students participate in various committees of the University. For ensuring continuous improvement in the entire operations of the university, the university has 2 student nominees in Internal Quality Assurance Cell (IQAC) in its decision making process.

The students organize and participate in sports & games, social & cultural events, and are given opportunities to hone and exhibit their creative skills. Students also organize Haridwar Literature festival and Jnanagni, Freshers' party programmes. about 20% of students go for higher studies.

The university has officially recognized Alumni Association registered in 2016, which is helping its alma mater in its outreach, industrial contacts, and fundraising efforts. Corporate Affairs and Outreach Cell (CAOC) provides career counselling and helps students regarding placements. around 53.4% of the students are placed through campus drives. CAOC also offers Communication skills class and provides career guidance and counselling. It also has an active engagement with its alumni through the Office of Dean Student Welfare (DSW) and the Alumni Association.

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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	The effective leadership is reflected in various institutional practices such as decentralization and participative management.
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic plan is effectively deployed.
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.4 QIM	Institution conducts internal and external financial audits regularly
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.
6.5.3 QIM	Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Qualitative analysis of Criterion 6

The Governing Board of the university meets almost every quarter and is the executive authority of the university, with purview over academics, finances, building works, and disciplinary matters. All other bodies/committees meet as per an annual schedule. The leadership encourages faculty members to excel in all the three core domains of the institution i.e. Teaching, Research and Innovation.

The university gets budgetary grants from the UGC/MHRD which covers Salary and benefits of teaching and non-teaching staff, post-graduate (Master's and PhD) student scholarships, utilities such as electricity and water and repairs and maintenance of the campus. Sources required for carrying out cutting-edge research is generated by the faculty of the University through external research funding from various government and non-government agencies.

The university has a structured process for Performance Appraisal System for teaching and non-teaching staff. The faculty member is required to submit his/her Performance Based on Appraisal System (PBAS) annually through proper channel to the Registrar office through IQAC. At the time of promotion all the Performance Based Appraisal System (PBAS) of the faculty of that period is considered. Performance of staff members is assessed at departmental level through Annual Confidential Reports involving his/her reporting & reviewing officer.

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The decentralized participatory management approach encourages involvement of the faculty and staff from all levels in various committees and decision-making bodies. The university exercises utmost care in financial management and is subject to annual internal and external audits.

Internal Quality Assurance Cell (IQAC) ensures the efficiency and effectiveness of all its academic and administrative activities. The Academic Council meets every quarter and makes decisions on major changes to the academic programs. The bodies like Board of Research and the Departmental Board of Studies (BOS) periodically review both the teaching and research activities and ensure that quality is maintained.

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	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <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
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 other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
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

Qualitative analysis of Criterion 7

The university actively promotes gender equity, safety and security. Period of Maternity leave/Child Care leave are exempted for promotion. Series of sensitization workshops are regularly organized on the campus. An Internal Complaints Committee Against Sexual Harassment redresses any issues and ensures safe and secure workplace for women.

The Indian indigenous Garbasha parampara, performance of daily yajna, chanting of Vedic mantras in Veda Mandir, practice of yoga, help inculcating high values to the students and the campus community. These feature are best practices of the university. The induction of the contents from *Bharatiya jnan parampara* as Value based Inter-disciplinary Courses in tune with the vision, priority and thrust of the university. is to

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develop national feeling among the students.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

Located in the heart of the Haridwar.

Reputed centre of Indian indigenous knowledge systems and interdisciplinary research.

Very good research facility, good publications, high h index in certain departments

Adequate physical facility for teaching and learning

Adopts to trends and offers programs in interdisciplinary areas

Sufficient infrastructure for expansion and development.

Good placement and extension services.

Adopt good practices like best teacher and best employee award.

Played a key role in nation building through its Indian indigenous knowledge systems both in traditional and modern subjects.

Innovative in introducing new programs which have served as inspiration to others. Examples of these innovations include:

- PG and Research Program in Yogic Science
- Induction of Knowledge Traditions and Practices of India in courses
- Focus on Native modernity

Weaknesses:

Several departments have faculty position unfilled.

Lack of financial resources to carry out experimental research,

The university fails to attract international students.

Lack of funding to attract international experts.

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No Chairs and Centres of Excellence.

Opportunities:

There is scope for further growth and expansion in interdisciplinary and transdisciplinary research. National and international linkages required to be formalized in cutting-edge areas. Yogic Science can be strengthened with modern mechanism and practice. The university, being in Haridwar, has the proximity to various R&D labs and industry to be associated with. The university needs to attract corporate funding, reach out to alumni, promote entrepreneurship and computerize administrative operations. The University can start more skill oriented certificate and diploma courses.

Challenges:

Motivating the faculty for funded projects and consultancy

Attracting meritorious students and filling up of sanctioned seats in different departments.

Attracting reputed companies for placement in non-conventional programs.

Generating sufficient funds for maintaining the old traditions and monuments.

Motivating women students for higher studies in Women campus.

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)

- Academic infrastructures need to be enhanced in Kanya Gurukul Haridwar and Derhadun campuses. Hostel facility for girl students also to be provided in Kanya Gurukul Haridwar. Library hours needed increased.
- National and international R&D collaborations with academic and industries needs to be enhanced. Faculty needs to be motivated to use Seed money for R&D promotions.
- Full time Controller of Examination (CoE) needs to be appointed. Central maintenance pool fund needs to be created
- Comprehensive recruitment rules prescribed by UGC should strictly be implemented for teaching and non-teaching staff
- New courses in faculty of Computer Science and Pharmaceutical Sciences may be introduced

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






Signature of the Head of the Institution

 26/11/2021

Seal of the Institution

Vice Chancellor

Gunakula Kangri (Deemed to be University)
Haridwar-249404 (Uttarakhand)

Sl.No	Name		Signature with date
1	VAIDEHI VIJAYAKUMAR	Chairperson	<i>Vaidehi</i> 26/11/21
2	ISHWAR BHAT	Member Co - ordinator	<i>Shivam Bhat</i> 26/11/2021
3	PROF K S THAKUR	Member	<i>KS</i> 26/11/21
4	MALAY K DAS	Member	<i>MD</i> 26/11/21
5	DEVANAND PADHA	Member	<i>DP</i> 26/11/21
6	Dr. M.S. Shyamasundar	NAAC Co - ordinator	

Place *Hanidway (UK)*

Date *26/11/21*