

CRITERION-VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 Vision and Mission of the University

Gujarat Vidyapith was founded by Mahatma Gandhi with a vision of imparting nationalist education with a two-fold strategy: to prepare the youth for Independence Movement and to work for rural reconstruction – *Gram Swaraj*. There are no conventional vision and mission statements. The goals (*dhyeya*) of the Gujarat Vidyapith as laid out then still serve as our vision and mission which are similar in post-independence era as the fruits of independence struggle has not reached to the last person of the society which Gandhiji had envisioned. In addition to that some new mission and vision statements are included. Following are the goals.

- To educate youth and build a cadre with character, skill, efficiency and conscience necessary for nation building consistent with the ideals given by Mahatma Gandhi.
- The teachers and trustees of the Vidyapith shall apply those means only which are not inconsistent with truth and non-violence and shall consciously strive to follow the path.
- The teachers and trustees of the Vidyapith, as also all the institutions connected with it, shall regard untouchability as a blot on Hinduism, and shall strive to the best of their ability for its removal, and shall not exclude a boy or a girl for the reason of his or her untouchability nor shall give him or her discriminatory treatment as a student, teacher or worker.
- The trustees and the teachers of all the institutions connected with the Vidyapith shall regard hand-spinning as an essential part of the national regeneration movement and shall therefore spin regularly, except for unavoidable reasons and shall habitually wear khadi.
- The mother tongue shall be the medium of instruction for all education. However, languages other than Gujarati may also be taught.
- The teaching of Hindi-Hindustani shall be compulsory in the curricula of the Vidyapith. Note: The Hindi-Hindustani means the language commonly spoken by the masses of the North, both, Hindu and Musalman, written in the Devnagari or the Persian script.
- Vocational Training (*Audyogic Shikshan*) shall receive the same importance as intellectual education and only such occupations as are conducive to the nation building shall be taught.
- Major amount of funds and workers of the Vidyapith shall be primarily employed in the propagation of nationalistic education for rural reconstruction.
- In laying down the priorities of education, the needs of the village-dwellers shall be given principal consideration.
- There shall be complete tolerance towards all established religions in all institutions connected with the Vidyapith. For the spiritual development of the pupils, knowledge of religion shall be imparted in consonance with truth and non-violence.
- For the development of a healthy nation, physical exercise and training and manual work shall be made obligatory in all the institutions connected with the Vidyapith.

6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

The vision and mission clearly defines the distinctive characteristics of Vidyapith in terms of addressing the needs of the society. However, it does not respond to the needs as they are manifested in the popular domain. Instead, Vidyapith works on the vision of *Gram Swaraj* and keeps on orienting the students towards the goals. The Vidyapith is a centre for discussions and brainstorming by the civil society organisations on contemporary issues. The Vidyapith community selectively participates in such activities and gets oriented.

6.1.3 How is the leadership involved?

***In ensuring the organization's management system development, implementation and continuous improvement?**

*** In interacting with its stakeholders?**

*** In reinforcing a culture of excellence?**

*** In identifying organizational needs and striving to fulfil them?**

The governance and leadership of Vidyapith is also with a difference as a result of its historical background, its goals and tradition. The leadership begins with the Chancellor. Chancellor is known as *Kulapati*. Gandhiji was the first Chancellor of Gujarat Vidyapith. He held this office between 1920 and 1948. He visited the Vidyapith with regular frequency, presided over the Convocations when he was not in Jail or engaged in other movements. His lectures documented as *Kulpatiji ke Bhashan* is still relevant for Vidyapith. Character building and skill formation in youth was accorded highest priority in his scheme of education. He had hand-picked some teachers, who headed the Vidyapith as its *Acharyas* and Vice Chancellors. Well-known among them were Dr. Gidwani, Kaka Saheb Kalelkar and Acharya Kripalani. Chancellors of the Vidyapith have always taken keen interest in the affairs of the Vidyapith and have provided direct guidance. Sardar Vallabhbhai Patel and Dr. Rajendra Prasad succeeded Gandhiji as the Chancellors and provided able leadership. Morarjee Desai, the longest serving Chancellor (1963-1995) made it a point to stay in Vidyapith campus every year for about ten days including the day of Convocation. He had a series of discussions with the teachers, workers and students. He also interacted with citizens. He used to visit houses of teachers and workers in the campus and dine with them.

Late Narayan Desai, immediate predecessor of the present Chancellor Ms Ela Bhatt, interacted with teachers and students intensely. He lived in a village and conducted camps for teachers of the Vidyapith during vacations and engaged classes on Gandhian Thoughts. For students too he conducted traditional story telling – *katha*. He told *Gandhi Katha* – story of Gandhi. More than one batch of students of the entire Vidyapith got educated on Gandhi's life and times and received guidance for their future. Chancellors in Vidyapith have been public figures and hence their interface with the people at large has always been extensive and substantial compared

to conventional universities. The systems and management have thus evolved over time and the process continues.

The Vice Chancellor of the Vidyapith is known as *Kulnayak*. During the Independence struggle the *Kulnayaks* were also public figures. Even in Independent India, organisational head of Gujarat Vidyapith have been learned scholars and public figures. With recognition of the UGC in 1963 and the consequent requirement led to selection of more conventional Vice Chancellors. Vice Chancellor of Gujarat Vidyapith has a friendly and personal relationship with most of the members of the staff. This may be partly due to the fact that most of the Vice Chancellors have served more than one term, but importantly the familiarity and involvement of the Vice Chancellor arises because of the institutional practices. Prayers are everyday affair and Vice Chancellor when in office would attend. There are frequent occasions when the Vice Chancellor attends general assembly and the prayers and interacts with staff and students. There is an atmosphere of informality that is the cultural trait of the Gandhian Institutions that help the institutional leadership to get involved with all the stakeholders. The process has also helped in the leadership communicating with stakeholders the need to achieve excellence in the value framework of the Vidyapith. It should be noted here that Late Narayan Desai initiated a process of working on the future of the Vidyapith – Vidyapith 2020 (the centenary year) by preparing a note and sharing it. The Board members are now expanding on it, with the present Chancellor Ms Ela Bhatt having prepared a similar note.

The Gujarat Vidyapith Mandal, an apex body of Gujarat Vidyapith has several trustees, who are working in diverse field of Gandhian practices. Their input for the future direction of the institute as a whole remains crucial. Most of the trustees provide advise based on their long experience of practicing Gandhian values and traditions.

In current decade, under the able leadership of the former Vice Chancellor Prof. Sudershan Iyengar, a renowned Natural Resource Economist and scholar in Gandhian philosophy, several new initiative were taken. The faculties of Gujarat Vidyapith have contributed significantly in research projects, publications, presentation of papers, extension activities, book publications and consultancy services. This has resulted in notable transformation of almost all departments of higher education.

6.1.4 Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.

In the known history of Gujarat Vidyapith, Chancellor and Vice Chancellor posts have hardly fallen vacant any time. During 1999-2004 there was in-charge registrar because Vidyapith was looking for a person who would qualify the UGC norms and be a follower of Gandhian principles. No internal worker was senior enough to assume the responsibility.

6.1.5 Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

Yes, all positions in various statutory bodies are filled regularly and the meetings are conducted regularly.

6.1.6 Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

There are several important committees, Board of Management (Mandal), Executive Council, Academic Council, Board of Studies, Finance committee, Planning Committee etc. There are more than 30 committees covering overall administration of Gujarat Vidyapith. Most of the committees meet at least twice a year. The Board of Management (Mandal) also meets thrice a year. Majority of stake-holders are on committee as members. The agenda of the meetings are circulated well in advance. The minutes of the meeting is prepared within 10 days and circulated for suggestions / alterations after which it is finalized.

Gujarat Vidyapith has had a unique participatory and participative approach in management even prior to its recognition by the UGC. The first regular constitution of the Vidyapith had *Acharyas* and teachers on the Board of Management and the Executive Committee. These were two apex bodies framing policies and taking decisions. The tradition has continued. As a unitary university with two rural campuses as constituent units, the management is participatory in nature. The *Mandal* has eight members who are teachers in various colleges and schools. The rural service centres are participants in the committees that take decisions. In the management of residences of students that are more than mere hostels, the *Gruhapati and Gruhamata* are not only rectors or wardens. The *Chhatralay Samiti* is constituted of teachers, *Gruhapati and Gruhamata* and students. Since academic year 2013-14, students have assumed full responsibility about use of mobile phones in the campus. They have a committee that frames rules about the use and non-use. Violations are also addressed by the committee. Similarly, Trustees of Vidyapith had a meeting with teachers about accepting Khadi cloth of choice not only while working but adopting it as a regular wear. Thus, there is participation and management is participative. There is a scope to improve.

6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

As mentioned, Vidyapith is a unitary university. However, there are constituent colleges and the heads of these units have a principal or coordinator. They sit in the university management bodies and take policy decisions. The implementation is left to the principals and coordinators. The registrar has devoted a day in a week to the rural centres to sort out coordination issues and provide facilitation at the unit level.

6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

This is not applicable in Gujarat Vidyapith System.

6.1.9 How does the university groom leadership at various levels? Give details.

As envisioned, Vidyapith is a learning centre for all, students, teachers and staff. The learning is not academic only. Vidyapith has strong extension part. Throughout the year there are various programmes that take teachers and students out to rural centres for extension work. There is also *Kendr-Nivas*- placements. In all these activities every teacher has to take up responsibilities. Then there are National Service Scheme programmes. Unlike in conventional universities the work is not left only to the programme officer. Every teacher has to assume responsibility. Convocation in Vidyapith is real participative event. No event management company is hired! Almost every student and every teacher has responsibility. Vidyapith has responded to natural calamities often. For instance a bus load of students with teachers had been to Nepal to render help in debris clearing. In all these activities, leadership qualities improve. Learning to live by robust and basic Gandhian principles and leading by example is promoted from top.

6.1.10 Has the university evolved a knowledge management strategy? If yes, give details.

Since 2008 there has been a conscious effort to evolve a knowledge management strategy. As stated, Vidyapith has been founded to be an institution that works and promotes Gandhian vision of society. The then Chancellor after assuming office emphatically suggested that every curriculum in every possible course in Vidyapith should be integrated with Gandhian thought and philosophy. The course and curricula should be well-informed about the latest knowledge frontiers, but they have to be crafted in a way in which they are well contextualised with the Gandhian philosophy. The effort has begun. Teachers are being oriented to come out of the reductionist mode of learning and knowledge generation in disciplinary and sub-disciplinary mode promoting individual academic excellence with citation index etc. to holistic knowledge generation and promoting interdisciplinary research. The strategy is being implanted slowly. The second strategy has been to establish contact with the world. Gujarat Vidyapith has signed MoUs with 11 foreign universities. There has been a small but steady flow of exchange. An international course on Gandhian Non-Violence: Theory and Practice has invited good attention. The details have been given elsewhere. Thus integrating Gandhian thought in all the courses and curricula and spreading the Gandhian thought with academic approach to the world are two parts of the knowledge management strategy of the Vidyapith.

Vidyapith has established also its linkages with several Gram Vidyapiths, Schools of rural area, *Ashramshala* and teachers at large who teaching in village schools. Vidyapith imparts them with knowledge strategies for under privileged class.

The Vidyapith now aims at several programs Botany, Environmental Science, Green Chemistry, Applied chemistry, law, fine arts, health science, agricultural science etc. in near future. Several meetings have taken place.

6.1.11 How are the following values reflected the functioning of the university?

- * Contributing to national development**
- * Fostering global competencies among students**
- * Inculcating a sound value system among students**
- *Promoting use of technology**
- *Quest for excellence**

For Gujarat Vidyapith orienting and training and educating youth of the country (in our case Gujarat) for rural reconstruction is our idea of contribution to the national development. Even today our graduates are absorbed mostly by the civil society organisations engaged in rural reconstruction. Significant number of our graduates since inception have started their own organisations promoting education. Fostering global competency is a misnomer. India needs rebuilding within. If our students are competent to do the task here in the country they are globally competent. That goes true for quest for excellence as well. At Vidyapith our reference point is rural reconstruction and formation of non-violence society where cooperation is the value and competition is not treated as competency. The central focus is on character building of the youth. All other learning can come in life with time, exposure and experience. Living together, working together and learning together are the ways to character building. That is inculcating values for us at Vidyapith. Technology has to be appropriate. It should not be to kill dignity of labour. Vidyapith is not averse to technology but is reluctant to accept without qualifying. Vidyapith is proud to state that perhaps we are one of the very few universities where per capita energy use is very low indeed. Vidyapith is experimenting with solar and other forms of eco-friendly energy saving technologies. Vidyapith has well equipped computer lab with Wi-Fi net connectivity and competent faculty to encourage the use of ICT system. We tried to develop the sense of appropriate technology among the students. By using this technology, they become able to reach of various governmental, semi or non-governmental schemes.

The use of appropriate technology at Gujarat Vidyapith for water conservation, fuel, energy and also use of ICT makes our students and teachers ahead from fellow citizens. They are able to provide right solutions for burring problems.

6.2 Strategy Development and Deployment

6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

- * Vision and mission
- * Teaching and learning
- * Research and development
- * Community engagement
- * Human resource planning and development
- * Industry interaction
- * Internationalisation

The re-envisioning of Gujarat Vidyapith began in the beginning of the year 2004. The message was 'back to basics'. The pressure to mainstream the higher education in the UGC mode had become so intense that the goals of Vidyapith were almost relegated to background. The top leadership injected fresh rethinking on Gandhi's *Nai Talim* and began to strengthen skill education, character building and interface with rural communities. A new scheme was introduced for the graduate pass outs named *Gramshilpi* about which more has been said later. Vidyapith's present Chancellor and her predecessor have guided directly by preparing a note about Gujarat Vidyapith in 2020, where emphasis has been laid on moving firmly towards the original goals with more conviction. Teaching and learning is proposed to be recast in Gandhian thoughts with a holistic approach in each faculty, discipline and sub-discipline. More interdisciplinary applied research for understanding and solving the rural world problems are envisaged. Summer workshops for teachers to share and orient the new vision are being organised since 2009. The curricula is so designed that no course is complete without student-community interface. Vidyapith has been fortunate to have requisite number of teachers. Human resources are planned in a way in which more teachers are engaged in education through skill by making appropriate changes in teaching learning methods. Since, Vidyapith is committed to rural reconstruction, it does not believe in mindless corporate growth of the kind on which the country is heading. Vidyapith realises that the Gandhian thought and practice have to be taken to the world with a fresh approach and hence it is planned that in the decade that follows more and more universities and civil society organisations working for peace and sustainable development will be contacted and exchange programmes will be organised.

The themes on which Vidyapith will work in coming years and the team for working out development programmes are as follows.

- International course team
- Appropriate Technology Team
- Organic Agriculture Revival Team

6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.

Vice Chancellor is the Chief Executive of the University and is also the President of the Board of Management called *Gujarat Vidyapith Mandal*. When the Chancellor is present, the Board or Mandal meeting is chaired by the Chancellor. Chancellor is not necessarily a trustee of the Board. The Vice Chancellor is known as *Kulnayak*. The VC is primarily a member of the Board and the Board or *Mandal* selects one among them as the President – *Kulnayak*. When founded, Vidyapith had an organisational hierarchy. However, with the recognition granted by the UGC, the Vidyapith has an organisational hierarchy that resembles regular universities. It has an Executive Committee, Academic Council, faculties, Administrative and Finance Committee, Board of Studies and freshly constituted Board of Research Studies.

Gujarat Vidyapith is a deemed university. The Gujarat Vidyapith Mandal is the supreme decision making body. The Executive Committee is the apex executive and governing body and the Academic Council is the body that decides courses, curricula, examinations and other academic matters. These bodies have good representation of diverse stakeholders as depicted as follows.

A- Gujarat Vidyapith Mandal

- President: Vice-chancellor (Kulnayak)
- Trustee- (16)
- Member trustee- (8)
- Secretary- (Registrar)

B- Executive Committee

- President: Vice-chancellor (Kulnayak)
- Two teacher trustee (one year tenure)
- One coordinator from colleges (one year tenure)
- One teacher form Vinay Mandirs (one year tenure)
- Six permanent trustees of the Mandal
- Three invited trustees
- Secretary- (Registrar)

C- Academic Council (Vidyasabha)

- President: Vice-chancellor (Kulnayak)
- Members: one permanent trustee
- Members: Head of the departments and coordinators/ principals (20)
- Member : All Professors
- Members: two teachers
- Members: Three invitee members
- Members: one controller of Examination
- Secretary- (Registrar)

The Committee constituted for 2013-16 or latest period.

- Indicate Stakeholders in Trust
- Seasoned Gandhian Educationists
- Professionals with Gandhian approach
- Vidyapith Teachers
- Old Vidyapith Graduates
- From Tribal community
- Dalits
- Minorities
- Executive Committee members' stakeholders
- Trustees
- Teachers
- Academic Council

Gujarat Vidyapith also has other important committees. The structure and membership details are contained below.

D- Gram Seva Samiti

- President: Vice-chancellor (Kulnayak)
- Members: Five permanent trustees
- Members- (20) head of each rural centre
- Secretary- (Registrar)

E- Publication committee

- President: Vice-chancellor (Kulnayak)
- Two Members- (from colleges)
- Two trustee members appointed from Mandal
- Two other persons appointed by Mandal
- Three Members of Education and Research department appointed by Mandal
- Secretary- (Registrar)

F- Library committee

- President: Vice-chancellor (Kulnayak)
- Members: Two trustee members appointed from Mandal
- Members: Two other persons appointed by Mandal
- Member: State Government Officer (Curator)
- Members: concern with library work recommended by state Government
- Members: Directors of the all departments (13)
- Secretary- (Registrar)

G- Student welfare and hostel committee

- President: Vice-chancellor (Kulnayak)
- Members: one trustee members from Mandal
- Members: Principals of the Colleges (8)

- Members: Wardens (8)
- Members: Five other persons (with teachers) appointed by Mandal
- Members: Main Physical Education Teacher
- Secretary- (Registrar)

H- Hindi Prachar Samiti

- President: Vice-chancellor (Kulnayak)
- Members: Director Hindi Bhawan
- Members: one teacher of Hindi Subject members from Mandal
- Members: Four trustee members from Mandal
- Members: Three other persons appointed by Mandal
- Members: Three Pracharak appointed by Mandal
- Secretary- (Registrar)

I- Vidyapith mandal financial advisory committee

- President: Vice-chancellor (Kulnayak)
- Members: Four trustee members from Mandal
- Member: one invitee
- Secretary- (Registrar)

J- Financial advisory committee

- President: Vice-chancellor (Kulnayak)
- Members: Four trustee members from Mandal
- Secretary- (Registrar)

K- ITI advisory committee

President: Vice-chancellor (Kulnayak)

Members: Two trustee members from Mandal

Member: Principal- Govt. ITI, Kubernagar

Member: General Manager- DIC

Member: GEDA- Gandhinagar

Member: Lok Bharati Sanosara

Member: Gram Technology, Gandhinagar

Member: Principal- Govt. Polytechnic, Ahmedabad

Member: Assistant Director- Employment & Training, Gandhinagar.

Member: D.E.O. (Elisbridge) Ahmedabad

Member: Titanic Engineering, Rajkot

Member: Director-ITI, Shahibagh

Secretary- (Registrar)

L- NSS advisory committee-

President: Vice-chancellor (Kulnayak)

Members: one trustee member from Mandal

Members: Head of the departments and coordinators/ principals (9)

Member: Youth Officer, Regional Office, Ahmedabad

Member: SLO- NSS Gujarat State

Members: Programme officers
Members: Students Volunteers
Member: Coordinator- NSS
Secretary- (Registrar)

M- Life Long Learning and Extension committee

President: Vice-chancellor (Kulnayak)
Members: five trustee member from Mandal
Members: one invitee
Member: Director-LLL & Ext. Department
Member: Director- SRC, Ahmedabad

N- Self-reliance committee

President: Vice-chancellor (Kulnayak)
Member: one trustee member from Mandal
Members: Coordinators- Gram Seva Kendra (4)
Members: Principal- Kanya Vidyalaya-Bharel
Members: Directors- KVK (3)
Members: Warden of Colleges
Members: Warden of Gram Seva Kendra
Members: Udyog teacher
Members: Subject Specialist
Members: Principals of all Vinay Mandirs
Secretary- (Registrar)

O- KVK advisory committee

President: Vice-chancellor (Kulnayak)
Member: one trustee member from Mandal
Secretary- (Registrar)

P- OBC advisory committee

President: Vice-chancellor (Kulnayak)
Member: one trustee member from Mandal
Members: Principal of the college & Coordinators of Higher education campus (8)
Members: three teachers (one from each Higher education campus)
Secretary- (Registrar)

Q- Other Committees-

- (a) Construction committee
- (b) Purchase committee
- (c) SC/ ST Advisory Committee
- (d) Adult Education Management Committee
- (e) Books selection and Purchasing committee
- (f) Quarters Allotment Committee
- (g) Technical Committee
- (h) Committee of (Health) Doctors
- (i) Mahadev Desai Award Committee
- (j) Grievances resolution committee for staff of Gujarat Vidyapith

6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Yes, the Concept of Quality is being discussed among teachers and management. Since there is emphasis on extension work and rural interface, teacher's evaluation framework suggested by the UGC and other apex bodies are not fully relevant for us. Vidyapith management has envisaged such a policy recently. There is an entire different yard stick justified for Gujarat Vidyapith.

6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

Until very recently Vidyapith had *Mahavidyalays* or colleges as we may call them. Following were the *Mahavidyalayas*.

Mahadev Desai Samaj Seva Mahavidyalaya, Ahmedabad Campus (All PG courses in humanities, Social Science, Social Work, Journalism, Audio Visual Diploma, Masters in Computer Application and Diploma in Computer Application)

Shikshan Mahavidyalaya, Ahmedabad Campus. (B. Ed. to Ph.D. in Education)

Shareerik Shikshan Mahavidyalaya, Sadra Campus. (B.P.E, B.Ped. to Ph. D. in Physical Education)

Mahadev Desai Gram Seva Vidyalay, Sadra Campus. (Undergraduate courses in Humanities and Social Science)Department of Micro Biology, Sadra Campus. B.Sc. to Ph.D.

Mahadev Desai Gram Seva Vidyalay, Randheja Campus. (Undergraduate courses in Humanities and Social Science, Home Science and Rural Development)

Department of Rural Management, Randheja Campus.(Masters to Ph.D.)

All the other constituent units function independently and have autonomy. Annual Academic Calendar, examination schedules, course and curricula development, extension, community interface and research are planned and implemented independently under the broad policy regime of the University.

6.2.5 During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

Instances of court cases filed by and against the institute- (During the last four years)

Year	Case Number	Detail of court case against university	Critical issues of the case	Decision
2011	In the high Court of Gujarat SCA No. 5034/2011	Shri Arjunbhai Virsangbhai Rathva Vs. Gujarat Vidyapith, Ahmedabad	follow UGC Guidelines related to reservation policy	Pending
2014	High Court of Gujarat SCA No. 4500/2014	Shri Bachubhai S. Baranda Vs. Gujarat Vidyapith	The case of transfer	Pending
2014	High Court of Gujarat SCA No. 11850/2014	Parsadray D. Shastri Vs. Gujarat Vidyapith	Violation of guidelines of UGC	In the favour of Gujarat Vidyapith
2014	High Court of Gujarat SCA No. 14936/2014	Shri Harshadbhai S. Tripathi Vs. Gujarat Vidyapith	Violation of UGC guidelines	Withdrawn
2014	High Court of Gujarat SCA No. 12992/2014	Shri Ashokbhai H. Trivedi Vs. Gujarat Vidyapith	Regarding cancellation of suspension order	Pending
2014	High Court of Gujarat LPA No. 909/2014	Shri Piyush R. Shah Vs. Gujarat Vidypaith	Regarding salary cut.	Pending.

6.2.6 How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

Grievances / complaints resolution mechanism in the university-

Structure/ committee-

(For staff: teaching & non-teaching) and (for students)

- There is a staff grievances committee for staff from 2011 onwards.
- For the teaching staff, grievances/ complaints are to be placed before the Executive Committee.
- For the students, the *Chhatralay Samiti* – i.e. Hostels Committee looks after the grievances and complaints of the students and resolved the same.
- *Prashna Nirakar Samiti* (Problem Resolution Committee) looks after the grievances and complaints of the students and resolves the same.
- A suggestion book is placed for noting the suggestions, grievances and complaints, if any.

6.2.7 Does the university have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

Obtaining students feedback formally and in structured form at the college/university level is a recent activity. Informal feedback mechanism had been in vogue for long.

Since the university is residential feedback in the hostels is an old practice. On the completion of the even semesters that coincides with a year there is a meeting in the departments where an informal feedback was obtained. However, it was not recorded and used systematically. Similarly, there is final grand dinner of all hostel mates which is attended by all teachers, registrar and the Vice Chancellor. Students (boys and girls) give their frank opinions and suggestions. These suggestions are noted and discussed by the Registrar and the Vice Chancellor. The changes follow. Since 2012-13 semester-end formal feedback system has been adopted by many departments. The forms are circulated, filled, collected and entered in the computer for analysis. The head of the department has started discussing with the teachers. Some feedback also reaches the Executive Committee and the Academic Council. Teachers have realised that good positive response to improve the system are received from the students. The general patterns are discussed in the faculty meeting. Efforts are made to improve and incorporate suggestions with respect to engagement of classes, providing remedial teaching for the difficult content to the needy students, and preparing the Class Routine for the Academic Year etc.

6.2.8 Does the university conduct performance audit of the various departments?

Yes,

There is continues review of departments both at departmental level and also at various level where meetings are arranged round the year. Academic council and other highNr bodies discuss and review comprehensively about the outcome.

6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?

Gujarat Vidypith is taking care and requirement / demand are watched and planned and sent to UGC/MHRD. The Trust is involved in infusing sufficient funding from own sources-physical facility, repair / expansion.

As stated Gujarat Vidyapith is non-affiliating unitary university. Its constituent parts are well-integrated with the university and hence are covered in comprehensive planning for development.

6.2.10 Does the university have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.

NA

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

Teaching Staff

- There have been conventional and unconventional efforts by the university to enhance the professional development of the teaching and non-teaching staff.

- University encourages and takes pro-active interest in persuading teachers to register and complete their Ph.D.s, if in progress. 19 numbers have completed their Ph.D. work since 2010.
- Sends all the announcements about orientation and refresher courses to all teachers. The principals, Coordinators and the heads of departments also encourage their colleagues to register and attend Orientation and Refresher courses as and when due. Most teachers have completed their requisite courses.
- The in-house journal *Vidyapith* has been made a peer reviewed refereed journal. It has helped the faculty immensely.
- University has been persuading the departments to identify good research journals so that the faculty colleagues feel encouraged to publish in those recognised journals.
- University made special efforts to persuade faculty to participate in international seminars and conferences with papers. During last four to five years, 164 faculty members attended national and international conferences and presented papers. This is no mean achievement in the light of the fact that Vidyapith learns and teaches only in mother tongue.
- University takes initiative to organise national and international events in the campus so that faculty members can participate.
- University encourages faculty members to apply for UGC supported major and minor research projects. University has also commissioned own research projects not involving finance.
- Recently the University supported a special research project on Peace and Harmony and seven faculty members undertook research on various topics.
- Teachers are encouraged to apply for other funding agencies CSIR, DST, State Government, GUJCOST industries, etc.

Non-Teaching Staff

- Vidyapith encourages the non-teaching members to attend the formal orientation and training programmes announced by government and other training organisations. Tally programme has been successfully introduced since and majority of staff are trained.
- Vidyapith organises own programmes for orientation and development of the staff members. These are non-formal methods and involve visits with stay to other organisations that are engaged in noteworthy work. Tally programme has been successfully introduced since 2012 and most persons are trained. All old hands have been given computer training.
- Vidyapith has good record of their staff obtaining education qualifications in distance education mode. Many have taken advantage of this facility. An amount of Rs. 166609/- was spent on non-teaching staff development programme in last four years.

6.3.2 What is the outcome of the review of various appraisal methods used by the University? List the important decisions.

Vidyapith has slowly but firmly moved towards appraisal methods for teachers and non-teaching workers. The experience has been good. The outcome is that recruitments and promotions are as per the appraisal methods.

- Career Advancement Scheme has been introduced for teaching and non-teaching staff regularly.
- Performance is to be appraised by external experts.
- Formation of IQAC to ensure quality improvement. This is a recent phenomenon.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

Sports facilities are available in the sports complex for teaching and non teaching staff. We have well maintained swimming pool for the use of the staff. Gymnasium hall is available. We arrange a trip every year for the staff. Children camps for the children of staff is organised every year. On the first Monday every month an evening prayer is arrange in the campus for all the staff members. Coaching is offered to the children of staff members free of cost.

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

Since Gujarat Vidyapith follows the path as chartered by Gandhiji, eminent persons believing in Gandhian vision have always been attracted to the institution. Over the years, a number of intellectuals and thinkers have worked at Vidyapith.

Vidyapith provides full autonomy. The ambiance at Vidyapith is conducive to work. Vidyapith is a special institution that has a rapport with the community. As a result, the opportunity to mingle and work with society in general and marginalized section in particular is more than the mainstream universities.

6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

No we have not conducted any gender audit. Gender balance is fairly good at the university. Tables Below shows the gender composition of staff and M.Phil and Ph.D. students.

Gender Composition of Staff

Gender	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Teachers:						
Women	32	31	33	32	32	32
Men	70	69	84	92	90	89
Total	102	100	117	124	122	121
Non-Teaching:						
Women	22	23	27	30	28	26
Men	98	94	104	99	92	87
Total	120	117	131	129	120	113
Grand Total	222	217	248	253	242	234

Gender Composition of M.Phil. and Ph.D.

Gender	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
M. Phil.						
Women	30	20	17	6	39	25
Men	90	32	31	9	67	48
Total Number	120	52	48	15	106	73
Ph.D.						
Women	25	28	15	21	25	48
Men	65	83	43	52	44	82
Total Number	90	111	58	73	69	130

6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

Gandhiji was a firm believer and practitioner of Gender equity. Hence Gujarat Vidyapith is quite ahead of time in respect to gender sensitization. Coeducation has been an accepted healthy practices for decades at Gujarat Vidyapith. The faculties are instrumental in its success.

Gujarat Vidyapith aims at no difference between youth – young girls and boys. The education and hostels in the same campus derive healthy atmosphere to all.

Vidyapith environment has been promoting gender sensitivity. The Social Work department conducts gender sensitivity exercises for students and workers of other civil society organisation frequently.

6.3.7 What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

Vidyapith does not have an Academic Staff College. However, we were granted some programmes in past. It has been a very good experience in running the programmes for our faculty as well as faculty from other universities. Orientation and refresher courses that Gujarat Vidyapith organised were rated high by the participants. Our faculties are attending such programmes elsewhere.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

Vidyapith has more than one component in its finances. It receives grants from the UGC for Higher Education, grants from the state governments for running schools, from the ICAR, Ministry of Agriculture, GoI for running KVKs, and Ministry of Tribal Affairs, GoI and GoG. Financial discipline for each source is given and strictly maintained. Vidyapith also has its own small resource pool. There is a budget and review committee for each of the grant separately. Registrar conducts formal periodic review meetings on finances. Professional financial services organisation has been hired to utilize the expertise on investments.

There are two formal bodies to plan and implement the finances of the Vidyapith. The Finance Committee manages UGC funds and meets twice a year to review the budget and the expenditure. The Administrative and Finance Committee meets at regular intervals to review the finances of the entire Vidyapith.

The Executive Council(Committee) has an obligatory function to review the budget and expenditure and accounts and recommend it to the Board of Management.

6.4.2 Does the university have a mechanism for internal and external audit? Give details.

Internal audit is done by internal audit team. Chartered Accountants, Auditors audit all the vouchers and receipts and Controller of Auditor General also audit Gujarat Vidyapith accounts at regular intervals.

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

Audit is conducted every year. Audit objections are first reviewed by the Registrar and Accounts staff. The final remarks that appear in the Audited Accounts and Report are tabled in the meeting of the Administrative and Finance Committee and the Executive Council (Committee). Corrections and compliances are recommended and made. Office of the Accountant General (Gujarat) have also been auditing account of Vidyapith since 2003. The Gujarat Vidyapith is open for criticism and improvement.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

The details are put on the website.

6.4.5 Narrate the efforts taken by the University for Resource Mobilization.

Gujarat Vidyapith Mandal (trust) sponsoring body of Gujarat Vidyapith has created a corpus which is utilized regularly for both higher education and other objectives as laid down in vision and mission.

The trustees and management of Gujarat Vidyapith believe in simplicity by tradition and uses its savings and resource carefully.

6.4.6 Is there any provision for the university to create a corpus fund? If yes, give details.

Yes, It is maintained regularly.

6.5 Internal Quality Assurance System

6.5.1 Does the university conduct an academic audit of its departments? If yes, give details.

Yes, from recent time. Though the preparation for NAAC and formation of IQAC was much discussed in last few years, only in 2014, the decision to form full-fledged IQAC system was taken and now implemented gradually.

6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

Recently Board of Management has decided to go for comprehensive review of entire functioning of Gujarat Vidyapith, its academic departments and other centre by two high level expert committees.

6.5.3 Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Before the formation of IQAC, the Board of Study and Academic Council were working as the central body to address issues related teaching-learning process. The Chancellor herself has presided over several such meetings and Vice Chancellor and other members of Mandal were asked to review time to time. The faculties were also sensitive to such programmes.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

Since IQAC is comparatively nascent, it has just started functioning. It has so far addressed the issues related syllabus, orientation of NAAC accreditation, to teachers promotional procedure of various cadre of teachers. As per UGC norms and guideline and also API-PBAS forms were prepared as per Gujarat Vidyapith own identity and evaluated for promotion. Several faculties were arranged for 'Research Project Identification and Submission' for faculties.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the University for Implementation?

Following decisions of IQAC were put to statutory body.

1. Regarding interviews for promotion.

2. Organising quality workshop for research.
3. Awareness about IQAC function
4. Preparing document for API-PBAS forms and finalized them.

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

Yes, There are nine members of IQAC out of them there are two members from academic and industry. Their input at IQAC meetings is very important in norms of establishing linkage with society and VOs.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

As such IQAC at Gujarat Vidyapith has not carried out such exercise as Gujarat Vidyapith being a natural choice for under privileged section of society especially SC, ST, OBC and others. Gujarat Vidyapith has several studies by its departments of Sociology, Tribal research, Economics and Education.

6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

Many.

Open transparent critical participatory system.

IQAC system is going to be strengthened to carry out tasks for periodic review of syllabi up-gradation, faculty training, research area and programmes.

In 2014, Gujarat Vidyapith was converted into "A" grade (From "B") after large compliance exercise done on Tandon committee report. This speaks the sincere intentions and efforts made by Gujarat Vidyapith. The "A" Grade certification was received from MHRD, New Delhi.
