



## YEARLY STATUS REPORT - 2023-2024

### Part A

#### Data of the Institution

##### 1.Name of the Institution

DEV SANSKRITI VISHWAVIDYALAYA

- Name of the Head of the institution

SHRI SHARAD PARDHY

- Designation

VICE CHANCELLOR

- Does the institution function from its own campus?

Yes

- Phone no./Alternate phone no.

01334260723

- Mobile no

9219050044

- Registered e-mail

vc@dsvv.ac.in

- Alternate e-mail address

iqac@dsvv.ac.in

- City/Town

GAYATRIKUNJ SHANTIKUNJ HARIDWAR

- State/UT

UTTARAKHAND

- Pin Code

249411

##### 2.Institutional status

- University

Private

- Type of Institution

Co-education

- Location

Urban

- Name of the IQAC Co-ordinator/Director

Prof. Abhay Saxena

- Phone no./Alternate phone no **9258369624**
- Mobile **9258369607**
- IQAC e-mail address **iqac@dsvv.ac.in**
- Alternate Email address **registrar@dsvv.ac.in**

**3. Website address (Web link of the AQAR (Previous Academic Year))**

<https://www.dsvv.ac.in/naac-docs/uploads/AQAR%202022-23.pdf>

**4. Whether Academic Calendar prepared during the year?**

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.dsvv.ac.in/naac-docs/uploads/academic%20calendar%20-%202023-24.pdf>

**5. Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B+</b>	<b>2.80</b>	<b>2015</b>	<b>14/09/2015</b>	<b>13/09/2020</b>

**6. Date of Establishment of IQAC**

**12/12/2013**

**7. Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

**8. Whether composition of IQAC as per latest NAAC guidelines**

**Yes**

- Upload latest notification of formation of IQAC

[View File](#)

**9. No. of IQAC meetings held during the year**

**2**

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)

**Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

**10. Whether IQAC received funding from any of the funding agency to support its activities during the year?** **No**

- If yes, mention the amount **0**

**11. Significant contributions made by IQAC during the current year (maximum five bullets)**

**Quality Enhancement and Sustenance:** IQAC of the DSVV helped in the development and application of quality benchmarks for various academic and administrative activities. This helped us to ensure that the DSVV continuously improves and sustains the quality of its educational offerings.

**Facilitation of a Learner-Centric Environment:** IQAC promoted the adoption of learner-centric methodologies in teaching, learning, and evaluation. These included encouraging innovative teaching practices and the use of technology to improve student learning outcomes.

**Feedback Mechanism:** IQAC of the DSVV established a robust feedback system where feedback from students, parents, and other stakeholders is collected, analyzed, and acted upon. This feedback is crucial for identifying areas of improvement and implementing necessary changes.

**Documentation and Internal Communication:** The proper documentation process of IQAC ensured that various programs and activities led to quality improvement. It also disseminated information on quality parameters to all stakeholders, fostering a culture of transparency and shared responsibility.

**Organizing Workshops and Seminars:** The IQAC of DSVV regularly organizes workshops, seminars, and training programs on quality-related themes. These activities help in building awareness, enhancing skills, and promoting a quality culture among faculty, staff, and students.

**12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

Plan of Action	Achievements/Outcomes
Internationalisation of the DSVV - 23/03/2023	Formed 7 new international collaborations across diverse areas.
Establishing ERP Policy - 06/08/2023	Effectively developed and implemented a new ERP policy at DSVV.
Review of NEP curriculum and evaluation process - 02/03.2024	Revised the NEP curriculum based on comprehensive stakeholder feedback and adjusted evaluation criteria accordingly

**13. Whether the AQAR was placed before statutory body?** No

- Name of the statutory body

Name	Date of meeting(s)
NA	Nil

**14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?** No

**15. Whether institutional data submitted to AISHE**

**Part A****Data of the Institution**

<b>1.Name of the Institution</b>	<b>DEV SANSKRITI VISHWAVIDYALAYA</b>
• Name of the Head of the institution	<b>SHRI SHARAD PARDHY</b>
• Designation	<b>VICE CHANCELLOR</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Phone no./Alternate phone no.	<b>01334260723</b>
• Mobile no	<b>9219050044</b>
• Registered e-mail	<b>vc@dsvv.ac.in</b>
• Alternate e-mail address	<b>iqac@dsvv.ac.in</b>
• City/Town	<b>GAYATRIKUNJ SHANTIKUNJ HARIDWAR</b>
• State/UT	<b>UTTARAKHAND</b>
• Pin Code	<b>249411</b>
<b>2.Institutional status</b>	
• University	<b>Private</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Urban</b>
• Name of the IQAC Co-ordinator/Director	<b>Prof. Abhay Saxena</b>
• Phone no./Alternate phone no	<b>9258369624</b>
• Mobile	<b>9258369607</b>
• IQAC e-mail address	<b>iqac@dsvv.ac.in</b>

• Alternate Email address	<a href="mailto:registrar@dsvv.ac.in">registrar@dsvv.ac.in</a>				
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://www.dsvv.ac.in/naac-docs/uploads/AQAR%202022-23.pdf">https://www.dsvv.ac.in/naac-docs/uploads/AQAR%202022-23.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.dsvv.ac.in/naac-docs/uploads/academic%20calendar%20-%202023-24.pdf">https://www.dsvv.ac.in/naac-docs/uploads/academic%20calendar%20-%202023-24.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.80	2015	14/09/2015	13/09/2020
<b>6.Date of Establishment of IQAC</b>			<b>12/12/2013</b>		
<b>7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NA	NA	NA	NA	NA	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		
<b>9.No. of IQAC meetings held during the year</b>			<b>2</b>		
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)			<b>Yes</b>		
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<b>13.Whether the AQAR was placed before statutory body?</b>	No
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name	Date of meeting(s)
NA	Nil
<b>14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?</b>	No
<b>15.Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2022-23	02/04/2024
<b>16.Multidisciplinary / interdisciplinary</b>	
<p>1. Delineate the vision/plan of the institution to transform itself into a holistic multidisciplinary institution. The university is dedicated to a unique educational philosophy that blends science and spirituality across all its multidisciplinary programs. Fundamental courses such as life management, yoga, Bhagwad Geeta, and meditation are seamlessly integrated into every aspect of the curriculum, promoting comprehensive development among students. Organized into four distinct schools—Biological Science, Indology, Humanities, Social Sciences, and Foundation Courses, and Technology, Communication,</p>	



and Management (TCM)—the institution emphasizes a multidisciplinary approach. The TCM school, for example, offers a wide range of courses including Animation, Tourism, Journalism, and Mathematics, illustrating its diverse academic offerings. The university's primary objective is to nurture committed and distinguished individuals who are prepared to serve their nation effectively. By incorporating spiritual teachings and practical life skills into academic studies, the university equips students not only with professional competence but also with a deep understanding of personal fulfillment and societal responsibility. This integrated approach not only enriches academic learning but also fosters a holistic perspective, enabling graduates to navigate complex challenges with resilience and ethical clarity. Through its interdisciplinary curriculum and holistic vision, the university aims to cultivate well-rounded leaders capable of making meaningful contributions to their professions and society at large.

2. Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations. The university curriculum distinctly showcases an integrated approach to combining humanities and science with STEM. In the humanities segment, the Yogic Science curriculum weaves together Anatomy, Ayurveda, and physiology, giving students a balanced understanding of traditional wisdom and scientific principles. Students studying Indian History and Culture acquire essential skills in carbon dating and temple management, blending archaeological knowledge with managerial expertise for practical career applications. Additionally, humanities students can enhance their interdisciplinary knowledge by taking elective courses in Science, Rural Management, Sanskrit, and Mathematics, enriching their academic experience. Similarly, students from the science segment can opt for courses in emerging technologies such as Cloud Computing, Green Technology, and the Internet of Things. The MCA program in Data Science integrates engineering aspects into the current curriculum. The Tourism department's MBA in Tourism exemplifies the integration of Management into the existing curriculum.

3. Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain The credit transfers are clearly visible in the student exchange program under the Erasmus+ scholarship, where students attend prominent European universities for a semester abroad. Community engagement and service are evident through various projects integrated into the curricula. The university's adoption of five

villages under the Unnat Bharat Abhiyan, a Government of India initiative, demonstrates its commitment to shaping a better society. The university's environmental sensitivity is highlighted by the establishment of eco-clubs and initiatives like "Taruputra" (plant as a son) and "Taru Mitra" (plant as a friend). The Rural Department and the Department of Philosophy, Divinity, and Theology make sincere efforts through weekly village activities to connect with villagers, promoting hygiene, gender sensitization, community engagement, and service. The unique concept of social internships at the university involves students in community engagement and significant services. Human values and professional ethics are embedded in the Life Management curriculum, forming an integral part of the students' learning experience.

4. What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. The NEP guidelines from the Ministry of Education, India have already been implemented across the entire university curriculum. A NEP execution team is already active within the university, rigorously integrating the guidelines into the graduation courses. The curriculum clearly defines multiple entry and exit points, and various policies and guidelines are already in place at the university. Additionally, university staff have been trained in the NEP through various state and national programs, as well as through specific training sessions conducted on university premises to ensure a clear understanding among both faculty and students.

5. What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges? Dev Sanskriti University is dedicated to tackling society's most pressing issues and challenges. Its initiatives mainly emphasize societal development, with key efforts including social internships, socio-cultural programs aimed at societal improvement, and a multidisciplinary learning approach. The university's commitment to multidisciplinary research is further strengthened through its Ph.D. programs, departmental monographs, and dissertations.

6. Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

1. The university offers opportunities to enroll in multidisciplinary programs such as MA/MSc in Yogic Science and Ayurveda, PGD in Theology and Psychological Counselling, and the DCPIC (Diploma in Counselling and Psychotherapy in the Indian Context).

2. The university faculty is being trained into NEP 2020 training programs so that they can have better understanding, skill and relevant knowledge.

3. An incubation cell has been established to foster a multidisciplinary approach in start-ups, integrating diverse fields such as Yagya with various aspects and artificial intelligence with agriculture. 4. The under graduate bachelor program students are undergoing at least four GE (General elective) course which is offered by the other university departments.

#### **17.Academic bank of credits (ABC):**

1. Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020. The NAD cell of the University has been active since the academic year 2019-20. The university is currently integrating new guidelines from ABC. In response to UGC feedback, the university administration is committed to ensuring full compliance with these guidelines. Faculty members played an active role in the ABC program, facilitated by both the UGC and the state government. 2. Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. The university is currently registered with ABC, offering learners the flexibility of multiple entry and exit options throughout the program. Here are the details of the ABC registration and services provided: 3. Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. Since 2010, the University has been actively enhancing its international collaborations and advancing the internationalization of education through its International Relations Department. Organizing numerous national and international conferences, the University attracts scholars and leading academicians, enriching its departments with their extensive expertise. This enrichment manifests in enhanced student instruction, collaborative international projects, joint research publications, and international mentorship programs. The International Relations Office continuously fosters knowledge-sharing, cooperation, and communication among international partners. Additionally, the Erasmus Plus program facilitates student and faculty exchanges. The Center for Baltic Culture and Studies also draws international students through various partnerships with universities in Baltic nations. 4. How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. The curriculum

design process follows a clear roadmap. The department's Curriculum Development Committee gathers formal and informal feedback, as well as academic input, from various stakeholders. Based on these inputs, a course proposal is developed. This proposal is presented to the Board of Studies, which includes external experts, and subsequently receives approval from the Academic Council and the Board of Governors. 5. Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. Dedicated NAD Cell: The University started to offer all program's in choice-based credits system (CBCS) from 2016 and it also has a dedicated NAD Cell.

### 18. Skill development:

1. Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework. The university has implemented several initiatives to enhance students' vocational education and soft skills development. These initiatives include: Soft skill development program, Career Counseling, Industry Technical and Skill Certifications. The vocational training opportunities and soft skills courses are helping them to be more professional and equally aligned with the NSQF the Govt. of India initiative. 2. Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. The list of the programmes offered by the University that aids to promote vocational education is enclosed. M.Sc. Yoga Therapy, M.A. Music (Tabla and Pakhawaj), M.A. Music (Vocal), M.A./M.Sc. Yogic Science and Alternative Therapy, Diploma in Media Graphics and Video Editing, B.Voc. in 3D Animation & VFX, Bachelor of Rural Studies, M.Sc. Applied Medicinal and Aromatic Plant Sciences, M.B.A. Tourism & Travel Management, Certificate in Holistic Health Management. 3. How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. Dev Sanskriti Vishwavidyalaya was founded with a mission to nurture noble, dedicated individuals and true patriots. Central to its ethos is the integration of modern education with spiritual training, aiming to develop graduates who are not only competent but also personally enriched. These graduates are expected to possess a scientifically grounded understanding alongside spiritual transformation, driven by a strong commitment

to contribute positively to society. To realize these objectives, the university has established unique traditions such as the 'Gyan Deeksha ceremony,' a Vedic ritual held at the start of each academic year. This ceremony encourages students to embrace value-based knowledge and dedicate themselves to societal service. Additionally, all undergraduate and graduate students are required to complete two mandatory courses: 'Life Management' and 'Scientific Spirituality.' The 'Life Management' curriculum encompasses a comprehensive array of life skills, fostering the development of ethical values such as truth, duty, peace, love, non-violence, scientific temperament, and citizenship values. Furthermore, the university honors India's gallantry award recipients through the 'Shaurya Deewar' or 'Wall of Heroes,' inspiring students with examples of valor and service to the nation. Through these initiatives, Dev Sanskriti Vishwavidyalaya seeks to empower its students not only academically but also morally and spiritually, preparing them to lead meaningful lives and contribute positively to their communities and country.

Enlist the institution's efforts to: Design a credit structure to ensure that all students take at least one vocational course before graduating. The Skill Enhancement Course (SEC) is mandatory for all the undergraduate students and it is more practical in nature with 2 credits. The list is enclosed herewith- Yagya Therapy Marma Therapy Herbal Medicines & Preparation Paurohitya Karmkand Pragya Sangeet Screen Printing Jute Product Guiding Skills and Personality Development Hindi Bhasha Evam Sampreshan Bhartiya Jyotish English Language Teaching

4. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. The vocational training is conducted by skilled and experienced instructors, including veterans in their respective fields. Particularly in disciplines like rug-making, apparel making, and crafts, the university enlists the expertise of veteran and master craftsmen to ensure the delivery of high-quality course programs.

5. To offer vocational education in ODL/blended/on-campus modular modes to Learners. The University boasts comprehensive workshops and laboratories to facilitate hands-on vocational education directly on campus. The program integrates formal vocational training with a blended learning approach, incorporating diverse elements such as eNAM marketplaces, dairy plant operations, crop husbandry practices, and travel and tourism enterprises.

6. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. The university offers a supportive platform for students, facilitating the proposal and administration of courses

that cater to both student enrolment and professional skill mapping, ensuring certification upon completion 7. Skilling courses are planned to be offered to students through online and/or distance mode. Skill development of the students is the primary key of all the courses which are offered on the university platform. The video modules of following courses have already been prepared and uploaded on the YouTube channel of University Forth Distance Learning Purposes. i. Fruits & Vegetable Processing and Preservation ii. Handloom Technology iii. Cow husbandry iv. Manufacturing Of Cow-based products v. Scented Sticks Production vi. Handmade Paper Production vii. Screen Printing While designing these courses, effective Course design, inclusion of technology, effective support system, continuous assessment was considered to ensure their effective implementation 8. Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. The guidelines of NEP 2020 are implemented into the university. Moreover, the institution already implements effective practices in skill development at the university level. Vocational training inclusion: The Vocational programs are integrated into the university curriculum to enhance the students personal and professional skill. The hands-on-training and the real-time learning experience are shaping the talents in more precise manner. Promotion of Entrepreneurship skills: The university includes entrepreneurship and innovation as an essential part of the curricula. The students are engaged in learning small scale industry along with moving ahead with Startup's. Innovation cell is heavily engaged in nurturing and designing the talent. In brief, we can say that the university's student centric approach is nurturing the student's skill and preparing them as a better workforce of the nation. Institutional Values and Social Responsibilities: Dev Sanskriti University is offering a distinctive teaching and learning process with the inclusion of certain unique ceremonies and social internship. The name itself speaks a lot that the university is dedicated to preserving and promoting Indian culture across the globe. It symbolizes and owns the profound traditions and indigenous wisdom of the mother India. Institutional Distinctiveness: The university is committed to foster an environment where the students can own human values and professional development simultaneously. A thought of selfless service, along with the social development is infused on the regular deliverance and community engagement services.

**19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

1. Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses. The strategy of the DSVV for integrating the Indian Knowledge system involves following keysteps: Curriculum Enhancement: DSVV has incorporated courses or modules that delve into traditional Indian knowledge systems, such as Ayurveda, Yoga, philosophy, and ancient sciences. Research Initiatives: DSVV encourages research that bridges modern scientific methods with traditional Indian knowledge, fostering interdisciplinary studies and collaborations. It has also established specialised centers in this relation, such as Yagyavalkya Center for Yagya Research that has already conducted exemplary research in the field of Yagya science. Faculty Development: DSVV provided training and resources for faculty to understand and teach Indian knowledge systems effectively, ensuring authenticity and relevance in education. Cultural Exchange Programs: DSVV facilitated exchanges with institutions or experts specializing in Indian knowledge systems, promoting dialogue and understanding among students and faculty. Integration in Governance: The university has ensured that policies and governance structures support the integration of Indian knowledge systems into the university's academic framework and operations.

2. What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. The Dev Sanskriti Vishwavidyalaya uses following strategies for training its faculties to teach in bilingual mode. Needs Assessment: The IQAC of the DSVV routinely conducts a needs assessment to understand the linguistic backgrounds of students and their proficiency levels in both languages. Faculty Training Program: University has developed a comprehensive training program that includes the components in language proficiency, pedagogical strategies, cultural sensitivity, technology integration and peer learning and mentoring. Feedback Mechanisms: We have established mechanisms for receiving feedback from students on the clarity and effectiveness of bilingual instruction, allowing for continuous improvement. Professional Development: IQAC offers ongoing professional development opportunities, including workshops, conferences, and seminars on bilingual education and language acquisition. Curriculum Adaptation: DSVV ensures that course materials and assessments are accessible and aligned with bilingual instructional goals, accommodating the linguistic needs of students.

3. Provide the details of the degree courses taught in Indian languages and bilingually in the institution. Describe

the efforts of the institution to preserve and promote the following: Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) Indian ancient traditional knowledge Indian Arts Indian Culture and traditions. Dev Sanskriti Vishwavidyala has adopted the following strategy to preserve and promote Indian languages, Indian arts etc.

**Curriculum Integration:** We have developed courses and programs dedicated to Indian languages, arts, and culture across various disciplines, ensuring they are recognized and valued within the academic framework. **Language Programs:** DSVV started to offer language courses in various Indian languages, including both spoken and classical languages, catering to students' interests and linguistic backgrounds, from its conception. **Cultural Events and Activities:** DSVV routinely cultural festivals, exhibitions, performances, and seminars that showcase Indian arts, music, dance, literature, and traditions such as Utkarsh, Utsav, Abhuday and Unnayan to encourage student and faculty participation to foster a sense of appreciation and understanding. **Research and Documentation:** DSVV supports research initiatives that document and study Indian languages, arts, and cultural practices, contributing to their preservation and scholarly exploration. **Collaborations and Partnerships:** DSVV has forged special partnerships with cultural institutions, local communities, and experts to facilitate knowledge exchange, joint projects, and initiatives aimed at promoting Indian languages and arts. **Community Engagement:** We routinely engage with local communities and cultural organizations to involve them in university activities, promoting mutual learning and cultural exchange. **Digital Initiatives:** The University has created digital archives, online resources, and platforms dedicated to Indian languages, arts, and culture, making them accessible to a wider audience and preserving them for future generations.

## **20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

1. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? Transforming curriculum towards Outcome-Based Education (OBE) at DSVV involved several initiatives. Here are some common strategies and actions that were taken: **Defining Learning Outcomes:** Syllabi of DSVV clearly articulate what students are expected to know, do, or be able to demonstrate by the end of the program or course. **Mapping Curriculum:** We aligned the curriculum with these defined learning outcomes and ensured that each course contributes to the development and achievement of the intended outcomes. **Developing Assessments:** University designed assessments that directly



measure students' attainment of the defined outcomes. These assessments are varied and include both formative and summative methods. Active Teaching-Learning Methods: The university implemented teaching strategies that encourage active learning, critical thinking, problem-solving, and application of knowledge. Feedback and Improvement: IQAC established mechanisms for collecting and using feedback from stakeholders to continuously improve the curriculum and teaching methods. Faculty Development: University regularly provides training and support for faculty to understand and implement OBE principles effectively. This includes workshops, seminars, and resources on curriculum design and assessment. Use of Technology: DSVV Integrates technology tools and platforms that facilitate OBE practices, such as learning management systems (LMS) for tracking outcomes and student progress.

2. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. Following efforts have been made by the DSVV to capture the Outcome based education in teaching and learning practices: Curriculum Design: DSVV has ensured that the curriculum is structured around clear learning outcomes aligned with the program's goals and industry expectations. Assessment Alignment: IQAC designed assessments that directly assess the achievement of learning outcomes. This might include exams, projects, presentations, and portfolios. Pedagogical Strategies: DSVV uses active learning methodologies, such as problem-based learning, case studies, and group projects, to engage students in achieving learning outcomes. Faculty Development: IQAC provides training and resources for faculty to understand and implement OBE effectively in their teaching practices. Continuous Improvement: IQAC has established a culture of continuous improvement where OBE implementation is regularly reviewed and refined based on feedback and outcomes data.

3. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. Specific, Measurable, Achievable, Relevant, Time-bound (SMART) Outcomes: IQAC has defined learning outcomes that are clear and specific, so students know what is expected of them. Backward design and Integrated curriculum: DSVV follows a backward design and integrated curriculum that ensure that all courses and modules contribute to achieving the overall outcomes. Effective Assessment methodology: DSVV uses continuous; i.e. formative assessments to provide ongoing feedback to students and summative assessments to evaluate their achievement of the outcomes. We have also implemented assessments that reflect real-world tasks and challenges. DSVV has developed and used rubrics that clearly define the criteria for each level of performance.

**21.Distance education/online education:**

1. Delineate the possibilities of offering vocational courses through ODL mode in the institution. DSVV intends to offer vocational courses through Open and Distance Learning (ODL) mode to cater numerous possibilities. The flexibility and accessibility of ODL make it an ideal mode for delivering vocational education, which is often skill-based and practical. This is also relevant to the state of Uttarakhand as this would increase the geographical reach for students in remote and underserved areas, providing them with opportunities for vocational training that might not be available locally. The flexible scheduling of the programmes also allows learners to study at their own pace and time, making it accessible for working professionals, homemakers, and those with other commitments.

2. Describe the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards blended learning. DSVV uses the following technological tools for teaching and learning activities: Learning Management Systems (LMS) such as Moodle, Canvas, Blackboard Video Conferencing Tools such as Zoom, Microsoft Teams, Google Meet Lecture Capture and Video Hosting Platforms such as Panopto, Kaltura etc. Interactive Learning Platforms such as Kahoot Digital Collaboration Tools such as Slack, Microsoft Teams E-Books and Digital Libraries; e.g. OverDrive, Google Books Virtual Labs and Simulations such as MATLAB Online Assessment and Feedback Tools, for example, Google Forms Adaptive Learning Platforms like Smart Sparrow and DreamBox We make following efforts for blended learning: Professional Development for Faculty via Workshops and Training sessions and by offering Online Courses and Certifications Infrastructure and Technical Support is ensured via Robust IT infrastructure and good technical support. Curriculum Design and Development included blended learning modes and opportunities for course redesign. Student Support Services, such as orientation programmes, academic mentorship etc. Collaboration and Community Building include student clubs, student learning communities such as swadhyay mandals and faculty communities of practice

**Extended Profile****1.Programme**

1.1

33

Number of programmes offered during the year:

File Description	Documents
Data Template	<a href="#">View File</a>
1.2	20
Number of departments offering academic programmes	
<b>2.Student</b>	
2.1	1122
Number of students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	385
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	1068
Number of students appeared in the University examination during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	0
Number of revaluation applications during the year	
<b>3.Academic</b>	
3.1	1070
Number of courses in all Programmes during the year	
File Description	Documents
Data Template	<a href="#">View File</a>

3.2	129
Number of full time teachers during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
3.3	121
Number of sanctioned posts during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	
4.1	1166
Number of eligible applications received for admissions to all the Programmes during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
4.2	223
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
4.3	47
Total number of classrooms and seminar halls	
4.4	515
Total number of computers in the campus for academic purpose	
4.5	1344.04
Total expenditure excluding salary during the year (INR in lakhs)	
<b>Part B</b>	

<b>CURRICULAR ASPECTS</b>
<b>1.1 - Curriculum Design and Development</b>
<p>1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University</p> <p>The University follows a comprehensive process to ensure that its curricula are well-aligned with the developmental needs at various levels and that the educational outcomes are relevant and beneficial to students and society.</p> <p>Stakeholder Input:DSVV gathers input from various stakeholders, including industry experts, academic professionals, alumni, employers, and students.</p> <p>Needs Analysis:The IQAC of the University conducts a thorough analysis of local, national, regional, and global developmental needs. This might involve reviewing government policies, industry trends, and global challenges.</p> <p>Curriculum Development:The University develops the curriculum in alignment with the analyzed needs. This includes defining clear and measurable POs, PSOs, and COs that reflect the identified needs and expectations.</p> <p>Validation and Approval:DSVV validates and seeks approval for the developed curriculum from academic councils, boards of studies, and regulatory bodies to ensure it meets educational standards and relevance criteria.</p> <p>Implementation:The University implements the curriculum through effective teaching and learning practices.</p> <p>Continuous Feedback:DSVV routinely collects continuous feedback from stakeholders during the implementation phase.</p> <p>Review and Improvement:The University reviews and updates the curriculum based on the feedback received.</p> <p>Assessment and Evaluation:DSVV assesses and evaluates the outcomes (POs, PSOs, and COs) periodically.</p> <p>Quality Assurance:The University implements quality assurance mechanisms to monitor and ensure that the curriculum remains relevant and effective in achieving its intended outcomes.</p>

**Documentation and Reporting:** DSVV maintains proper documentation of the entire process and reports the findings and improvements to relevant authorities and stakeholders.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 1.1.2 - Number of Programmes where syllabus revision was carried out during the year

27

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

#### 1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

293

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 1.2 - Academic Flexibility

### 1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

34

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

33

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

The University adopts the following process of integrating cross cutting issues into its curriculum.

#### Curriculum Design and Review:

- DSVV ensures that the curriculum is designed to include courses and modules that cover these cross cutting issues.
- Regularly reviews and updates the curriculum to reflect current trends and societal needs related to these areas.

#### Interdisciplinary Approach:

- DSVV encourages an interdisciplinary approach where subjects related to ethics, gender studies, human values, environmental science, and sustainability are integrated into various courses across different disciplines.

#### Course Content and Materials:

- The University uses relevant case studies, readings, and materials that address professional ethics, gender issues, human values, and environmental sustainability.
- Uses a variety of teaching methods such as lectures, discussions, group work, and practical projects to engage students in these topics.

#### Faculty Development:

- IQAC routinely trains faculty members to effectively teach and incorporate these cross cutting issues into their courses.
- Provides professional development opportunities related to these topics.

#### Student Engagement and Activities:

- DSVV promotes student-led initiatives and projects that focus on these issues.
- Encourages their participation in extracurricular activities, clubs, and organizations that address professional ethics, gender equality, human values, and sustainability.

#### Assessment and Evaluation:

- DSVV develops assessment methods that evaluate students' understanding and application of these cross cutting issues.
- Includes reflective essays, projects, and presentations as part of the evaluation process.

#### Research and Collaboration:

- The university actively fosters research opportunities that explore these topics.
- IQAC collaborates with industry, non-profits, and other educational institutions to provide real-world learning experiences related to these issues.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year



03

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.3.3 - Total number of students enrolled in the courses under 1.3.2 above****1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year**

1122

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.3.4 - Number of students undertaking field projects / research projects / internships during the year**

468

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.4 - Feedback System****1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni**

- Any 1 of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**1.4.2 - Feedback processes of the institution may be classified as follows**

- Feedback collected and analysed

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Demand Ratio

##### 2.1.1.1 - Number of seats available during the year

571

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

##### 2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

##### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

25

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

DSVV employs a variety of methods to assess students' learning levels and organize special programs for advanced learners and slow learners.

#### Assessment of Learning Levels

- **Formative Assessments:** These include quizzes, assignments, and in-class activities that provide ongoing feedback on students' understanding.

- **Summative Assessments:** End-of-term exams, midterms, and final projects also evaluate students' cumulative knowledge.

#### Diagnostic Tests:

- **Pre-tests:** Some departments use them at the beginning of a course to assess prior knowledge and identify areas needing improvement.
- **Skills Assessments:** Specific tests are designed to evaluate competencies in areas such as critical thinking, problem-solving, and writing.

#### Feedback and Self-Assessment:

- **Student Feedback:** Surveys and course evaluations are used to gather students' self-assessment and perception of their learning progress.
- **Peer Assessment:** Collaborative assessment among students is utilised to provide different perspectives on performance.

#### Programs for Advanced Learners

- DSVV uses specially designed courses or curriculums that are more challenging and research-oriented.
- Opportunities for advanced learners to engage in deeper and more complex subject matter

**Advanced Seminars and Workshops:** Specialized seminars, workshops, and guest lectures are tailored to advanced topics.

**Remedial Courses:** A few of the courses are designed to help students build foundational skills in key areas such as mathematics, reading, and writing.

**Tutoring Services:** Individual or group tutoring sessions are available to provide personalized instruction and support.

**Counseling and Advising:** Academic advisors and counselors are also available to help students navigate their educational paths and

address any personal or academic challenges.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link For Additional Information	<a href="https://www.dsvv.ac.in/naac-docs/2023-2024/AQAR-23-24-SUPPORTING-DOC/PART-B/criterion%20II/2.2.1.pdf">https://www.dsvv.ac.in/naac-docs/2023-2024/AQAR-23-24-SUPPORTING-DOC/PART-B/criterion%20II/2.2.1.pdf</a>

### 2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
1122	129

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

The university cultivates a participative and experiential learning environment to enhance students' real-life problem-solving abilities. It integrates several student-centered approaches, including projects, discussions, problem-solving strategies, brainstorming sessions, case studies, field trips, and peer learning, within its formal teaching framework.

To make the learning process more participatory and experiential, and to improve problem-solving skills:

1. **Interactive Learning Activities:** Incorporation of discussions, case studies, quizzes, presentations, classroom activities, and team-building exercises to foster engagement and critical thinking.
2. **Project-Based Learning:** Emphasis on projects, laboratory-based investigations, and seminars to provide hands-on experience and practical knowledge.
3. **Special Workshops:** Organization of workshops focusing on

creative thinking, critical thinking, and reasoning skills to enhance intellectual capabilities.

4. **Industry Collaboration:** Establishing ties with industry's academic arms to bridge the gap between theoretical knowledge and practical application.
5. **Research Presentations:** Encouraging students to present their research at national and international conferences, fostering academic rigor and professional exposure.
6. **Experiential Learning Opportunities:** Inclusion of dissertations, minor and major projects, internships, field trips, and industrial tours to provide real-world experience and insights.
7. **Value-Added Courses:** Promotion of value-added courses to supplement the core curriculum with additional skills and knowledge.
8. **Co-Curricular Activities:** Enhancement of co-curricular skills through club activities and cultural fests, contributing to overall personality development.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

The university leverages ICT-enabled facilities extensively to enhance teaching and learning. These facilities include computer and projector setups, audio and video systems, computer labs, laptops, internet, intranet, access to e-journals and e-books, open seminars and symposiums, video conferencing, e-lectures, guest lectures by field experts, and access to national and international conferences.

Additionally, educational tours, open-source software, educational websites, and a well-equipped library with a vast collection of relevant books are available.

The Department of Computer Science and the Career Support Guidance

and Progression Cell provide regular training sessions for faculty members on the basics of computer hardware and software, and the preparation of computer-aided teaching and learning materials.

Faculty can learn essential skills such as computer, internet usage, document preparation, presentation creation, image processing, audio/video handling and recording, basic software, and web conferencing.

The Career Support Guidance and Progression Cell also develops sample computer-aided teaching and learning materials and demonstrates these to the faculty, facilitating the integration of technology into their teaching methods.

The university encourages faculty members to incorporate computer-aided teaching in their courses and supports their participation in Orientation and Refresher courses offered by the UGC, where the preparation of computer-aided teaching and learning materials is a core component.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.3.3 - Ratio of students to mentor for academic and other related issues during the year

#### 2.3.3.1 - Number of mentors

70

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.4 - Teacher Profile and Quality

#### 2.4.1 - Total Number of full time teachers against sanctioned posts during the year

129

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B

**Superspeciality/D.Sc./D'Lit. during the year**

90

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.4.3 - Total teaching experience of full time teachers in the same institution during the year****2.4.3.1 - Total experience of full-time teachers**

1252

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year**

4

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.5 - Evaluation Process and Reforms****2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**

25

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

25

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

0

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Aligning with the Choice Based Credit System (CBCS) and National Education Policy (NEP) 2020.

#### Continuous Internal Assessment:

**Formative Assessments (Mid) :** Constituting 40% of the overall grade, these assessments include quizzes, assignments, projects, and class participation. This approach ensures that students are consistently engaged and evaluated on a continuous basis, promoting a deeper understanding of the subject matter.

**Summative Assessments (End) :** Making up 60% of the overall grade, these are comprehensive exams that evaluate students' understanding of the entire course content. These assessments are critical in ensuring that students meet the learning outcomes defined at the beginning of the course.

#### IT Integration in Examination Procedures:

**Digital Submission and Grading:** Online platforms enable students to submit assignments and projects digitally, which are then graded electronically. This reduces paperwork and speeds up the grading process.

Automated grading systems for objective-type questions ensure consistency and accuracy.



**Examination Management Systems (ERP) :**Centralized IT systems manage all aspects of examinations, from scheduling and registration to results and transcripts.

Real-time tracking and analytics help in monitoring exam processes and identifying any issues promptly.

Advanced encryption and secure login systems protect students' data and examination content.

Alignment with CBCS and NEP 2020:

**Flexibility and Choice:** The CBCS framework allows students to choose courses based on their interests and career goals, promoting interdisciplinary learning

**Skill Development:** The NEP 2020 emphasizes skill development, critical thinking, and creativity, which are integrated into the formative assessment components

**Holistic Evaluation:** The combination of formative and summative assessments ensures a comprehensive evaluation of students' academic and practical skills

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

C. Only student registration and result processing

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### **2.6 - Student Performance and Learning Outcomes**

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Dev Sanskriti Vishwavidyalaya meticulously designs its program learning outcomes to clearly articulate what students are expected

to know, understand, and demonstrate upon completing their studies. These outcomes are seamlessly integrated into the assessment methods and criteria for each course and module, ensuring that assessments effectively measure students' achievements in alignment with these goals.

To ensure transparency and accessibility, the university disseminates these learning outcomes widely through various channels. The official website serves as a primary platform where these outcomes are prominently featured, alongside student handbooks, program brochures, and institutional policies. This comprehensive approach not only informs current and prospective students but also engages parents, faculty, and the broader community in understanding the educational standards and expectations.

By clearly defining and publicizing learning outcomes, Dev Sanskriti Vishwavidyalaya facilitates a structured framework for both students and educators. Students gain clarity on their educational journey and the skills they will acquire, empowering them to plan their academic pursuits effectively. Educators, in turn, utilize these outcomes to shape their teaching strategies and assessment practices to meet established educational standards.

Ultimately, this integration and communication of learning outcomes enhance educational quality, accountability, and transparency. It ensures that graduates are well-prepared with the necessary knowledge, skills, and attributes sought by employers and stakeholders, thereby upholding the university's commitment to delivering a relevant and impactful education.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The University places a high priority on the attainment and evaluation of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) to ensure the academic rigor and relevance of its educational offerings. The evaluation process is conducted systematically throughout the academic year.

1. Defining Outcomes: Each academic program defines clear and

measurable POs, PSOs, and COs, aligned with the institution's educational goals and industry standards. These outcomes are articulated in the curriculum and communicated to students and faculty at the beginning of each course.

**2. Continuous Assessment:** The institution employs a continuous assessment strategy to monitor and evaluate the attainment of these outcomes. This includes a mix of formative and summative assessments, such as quizzes, assignments, projects, and examinations. Regular feedback is provided to students to guide their progress.

**3. Data Collection and Analysis:** Data on student performance is collected and analyzed to gauge the extent to which the outcomes are being achieved. This involves statistical analysis of grades, examination results, and other performance indicators. Faculty members play a key role in this process, ensuring that assessments are aligned with the defined outcomes.

**4. Feedback Mechanism:** Stakeholder feedback, including input from students, alumni, employers, and industry experts, is solicited to evaluate the relevance and effectiveness of the program outcomes. This feedback is crucial for identifying areas of improvement and making necessary adjustments to the curriculum.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.6.3 - Number of students passed during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

318

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)**

[https://www.dsvv.ac.in/NAAC\\_SSR\\_2024/Supporting\\_Document\\_Final/C2/sss%202023-24.pdf](https://www.dsvv.ac.in/NAAC_SSR_2024/Supporting_Document_Final/C2/sss%202023-24.pdf)

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

3.1.1 - 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

Dev Sanskriti Vishwavidyalaya (DSVV) possesses comprehensive infrastructure conducive to conducting research, aligning with its primary objectives of addressing personal crises and societal challenges through focused research in Health, Culture (Indology), Technology, and Sustainability. DSVV houses dedicated research centers such as the

- Brahmavarchas Research Institute,
- the Center for Baltic Culture & Studies,
- the Yagyavalkya Center for Yagya Research, and
- the Center for Artificial Intelligence & Research.

Moreover, the institution has established state-of-the-art laboratories to cater to specific research goals:

The Complementary and Alternative Therapy Labs provide a patient consultancy environment for research.

The Center for Recycling & Handmade Product (Self-Employment Centre) and Rural production facilities, Herbal Medicine Product Laboratory, offer an environment for research and innovation in rural entrepreneurship.

DSVV's research promotion policies encompass several components:

o Financial assistance and support are extended for research publications, accompanied by incentives for authors.

- The Pandit Shriram Sharma Acharya Scholarship is available for undergraduate, graduate, and PhD students.
- Fee waivers, financial support, and accommodation benefits are provided to institution members pursuing PhDs.

- Seed funding and financial backing are allocated on a case-by-case basis for research endeavours and the establishment of laboratories by individual faculty members.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

3.69

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

2

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

12

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab**

**A. Any 4 or more of the above**

<b>Research/Statistical Databases Moot court Theatre Art Gallery</b>	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year</b>	
<b>6</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.2 - Resource Mobilization for Research</b>	
<b>3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)</b>	
<b>2,52,89,183</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)</b>	
<b>12,22,835</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year</b>	
<b>1,32,66,348</b>	

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

The university's core efforts are focused on rural development, sustainability, and entrepreneurship. Additionally, it has created a unique herb-based ecosystem for innovating new herbal products, nutraceuticals, and other traditional medicine-based innovations and entrepreneurship. Examples include herbal mixtures, immune-tea, and immune candies, all of which highlight the university's commitment to herbal research and entrepreneurship. Moreover, DSVV boasts dedicated departments for Animation, Media & Printing, providing a conducive ecosystem for creative endeavors. Notable examples of innovation include the Toycathon final round entry of the Panch Mahabhut Game and the development of Pragya Tale Animations, showcasing how innovation thrives within the spiritual ambiance of the university.

Furthermore, the School of Technology, Communication, and Management is driving innovations in computer programming and IT-related fields. DSVV has a diverse and strong ecosystem that nurtures innovations and an entrepreneurship environment for addressing social issues.

Rural development, sustainability and entrepreneurship is at the core of the University's effort to reduce carbon footprint and holistic health. +70 plus products / 10+ categories and training to +40. To foster the entrepreneur environment with a human centric sustainable model, DSVV Institutional Innovation Council in 2023 conducted an essay competition on "Gurudev's idea of entrepreneur" on 23 August, 2023.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

25

**3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year**

25

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year**

**3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year**

22

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4 - Research Publications and Awards**

**3.4.1 - The institution ensures implementation of its stated Code of Ethics for research**

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

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

**A. All of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>



<b>3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website</b>	<b>A. All of the above</b>						
<table border="1"> <thead> <tr> <th data-bbox="76 521 539 589">File Description</th> <th data-bbox="539 521 1445 589">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 589 539 656">Upload the data template</td> <td data-bbox="539 589 1445 656"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 656 539 757">Upload relevant supporting document</td> <td data-bbox="539 656 1445 757"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	<a href="#">View File</a>	Upload relevant supporting document	<a href="#">View File</a>	
File Description	Documents						
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Upload relevant supporting document	<a href="#">View File</a>						
<b>3.4.3 - Number of Patents published/awarded during the year</b>							
<b>3.4.3.1 - Total number of Patents published/awarded year wise during the year</b>							
<b>11</b>							
<table border="1"> <thead> <tr> <th data-bbox="76 992 539 1059">File Description</th> <th data-bbox="539 992 1445 1059">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1059 539 1126">Upload the data template</td> <td data-bbox="539 1059 1445 1126"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 1126 539 1227">Upload relevant supporting document</td> <td data-bbox="539 1126 1445 1227"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	<a href="#">View File</a>	Upload relevant supporting document	<a href="#">View File</a>	
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Upload the data template	<a href="#">View File</a>						
Upload relevant supporting document	<a href="#">View File</a>						
<b>3.4.4 - Number of Ph.D's awarded per teacher during the year</b>							
<b>3.4.4.1 - How many Ph.D's are awarded during the year</b>							
<b>3</b>							
<table border="1"> <thead> <tr> <th data-bbox="76 1462 539 1529">File Description</th> <th data-bbox="539 1462 1445 1529">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1529 539 1597">Upload the data template</td> <td data-bbox="539 1529 1445 1597"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 1597 539 1697">Upload relevant supporting document</td> <td data-bbox="539 1597 1445 1697"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	<a href="#">View File</a>	Upload relevant supporting document	<a href="#">View File</a>	
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Upload the data template	<a href="#">View File</a>						
Upload relevant supporting document	<a href="#">View File</a>						
<b>3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year</b>							
<b>6</b>							

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

#### 3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

51

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

E. None of the above

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
0	0

File Description	Documents
Any additional information	<a href="#">View File</a>
Bibliometrics of the publications during the year	<a href="#">View File</a>

### 3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
0	0

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

### 3.5 - Consultancy

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

DSVV functions as an institution dedicated to fostering a global cultural and spiritual renaissance, making the consultation of its philosophy, expertise, skills, research outcomes, and innovations an intrinsic facet of its service offerings.

#### Cultural and Spiritual Consultancy

DSVV offers cultural and spiritual consultancy services to individuals and entities, attracting both national and international groups and corporations seeking guidance in these realms. The university serves as a hub for consultation and guidance on cultural and spiritual matters, catering to diverse stakeholders seeking enlightenment and direction.

#### Industrial Consultancy

A pivotal aspect of the university's research endeavors is its consultancy services, wherein faculty, scientists, and staff leverage their expertise to provide expert advice to industries. This consultancy aids industries in overcoming challenges related to design, policy formulation, framework development, service validation, process optimization, product development, and prototyping.

**Traditional Medicine Consultancy :**DSVV is deeply engaged in the preservation and practice of traditional medicine and therapies. Through voluntary consultations, experts in traditional medicine extend their services to patients and field professionals, contributing significantly to the institution's societal service

objectives.

**Rural and Sustainability Consultancy:**The university demonstrates a strong commitment to rural employability and sustainability initiatives. Faculty and staff actively engage in providing skills training for rural entrepreneurship to individuals and entities, particularly those involved in cottage industries. This consultancy effort contributes to enhancing rural livelihoods and promoting sustainable practices within communities.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

#### 3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

4.8

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

The university is highly committed towards channelizing its resources towards the founder's vision of nurturing students into dedicated and enlightened individuals characterized by kindness, compassion, selflessness and warmth. The collective efforts of the DSVV stakeholders, including students, faculty, and administration, are focused on addressing various social challenges across 7 key dimensions.

These encompass initiatives such as spiritual-consciousness elevation, promoting health, advancing education, fostering self-employment opportunities, advocating for environmental protection, empowering women, and combating addiction and detrimental practices. The university's management actively engages with notable figures to drive positive societal changes, demonstrating

a commitment to ongoing dialogue and collaboration for transformative impact.

During the mandatory 1 month Social Internship, the institution organized training sessions focusing on Yoga, Yagya, and Life-management. This initiative aimed to enhance students' skills and knowledge in holistic well-being during challenging times. Various activities were conducted under NSS, NCC, and Scout groups, including tree plantation drives, online camps, awareness programs, and Pared sessions, contributing to community engagement and environmental consciousness.

The institution initiated online Bal Sanskar Shalas and programs promoting health and hygiene awareness, emphasizing the importance of holistic development among the younger population.

The Rural Development activities are also at par both within the university premises as well as off-campus activities. The preservation of the flora drive, solid-waste management projects, plastic free campus drive and upcycling process are making a huge difference. The institution is primarily involved in sustaining the practices like fostering a culture of producing socially responsible individuals and environment caring staff, students and scholars.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year**

**3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year**

94

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated**

**programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

**38**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year**

**1122**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.7 - Collaboration**

**3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year**

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

**5**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year**

**19**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

Yes. The University possesses a land expanse of 73.15 Acres, with a current built-up area of 84226.84 square meters. This area accommodates 21 departments across 9 faculties within 4 Schools, outfitted with a sufficient number of classrooms, seminar halls, tutorial spaces, laboratories, and appropriate venues for both curricular and co-curricular academic pursuits.

The institution has meticulously planned and erected infrastructure to support its present needs and anticipated growth.

The university is having 3 big seminar halls, 11 lab's and 34 lecture halls, along with a large auditorium and a smaller auditorium for the execution of academic and administrative activities. The auditoriums are well equipped with all the modern technology and deliverance. The seating capacity and the appropriately sized stage are serving the purposes effectively.

The University maintains essential equipment for conducting diverse experiments as mandated by its various courses. It boasts ample computing resources, comprising over 500 high-specification desktops, high-end servers, high-speed switches, and comprehensive wired and wireless internet connectivity accessible throughout the campus, including the hostels. To fortify computing facilities, SOPHOS hardware firewall managed switches are deployed to ensure robust security measures.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

The fundamental components of the University academic programs are LM (life Management), sports, Games, Yoga and cultural activities, aligning the university core objectives. To support these activities, DSVV has developed comprehensive facilities within its campus, supervised by qualified personnel including a Sports Officer and dedicated faculty members. Here's a summary:

**Sports:** The university boasts a 30,000 sq. mt. playground catering to diverse sports activities, including:

**Outdoor Sports Facilities:** 1 football ground, 1 cricket ground, 3 volleyball courts, 1 basketball court, 6 badminton courts, and track and field facilities such as a 400-meter running track, 100-meter running track, High Jump and Long Jump Pit, and Throwing Arena.

**Indoor Sports Facilities:** 3 Table Tennis Tables, Chess Boards, Carrom Boards, a Wrestling Hall/Judo Hall, and a fully equipped Gymnasium with multi-gym powerlifting and weight lifting facilities

**Cultural Activities:** DSVV has formed a committee specifically for cultural activities, organizing various events such as singing, dancing, and drama.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

The university owns a state-of-the-art infrastructure encompassing academic and administrative offices, dual auditoriums, Sriram Smriti Upvan Acupressure Park, along with multiple smaller parks. Essential amenities such as the Gayatrikunj General Store, Stationary, Laundry, Anandamayi Mess Hall, Central library and Canteen collectively contribute to a robust academic ecosystem. Moreover, the campus is well-connected by accurately designed bitumen-topped roads that interlink academic blocks, residential areas, hostels, and other essential facilities.

Numerous facilities cater to the diverse needs of both students and staff members. Specifically, the university offers fully furnished guest houses, including accommodations for the university and the international guests, supporting the stay of researchers, scientists, and visitors.



Residential provisions are extended to all students, comprising two hostels designated for female students, three hostels for male residents, one hostel dedicated to international students. Notably, all the university buildings, hostels, and hospitals are equipped with disability-friendly features such as ramps for differently-abled individuals.

The campus is equipped with essential services including postal and telecom services, a P.N.B. ATM and a HDFC ATM facility and the Gayatri Vidyapeeth school. Health services are also prioritized with a 24-bedded hospital/dispensary situated within the main campus, offering general consultations and 24x7 ambulance services alongside other basic medical amenities.

Regarding the university maintenance and the emergency services need, there is a separate carpentry, plumbing, electrical and fabrication workshops. An emergency power supply owning two 500 KVA generators supply are already installed into the campus.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

92.04

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

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

The University's library, located within the 'Sardar Vallabhbhai Patel' building, owning the contemporary amenities and resources, primarily serving the educational and scholarly requirements of DSVV's students and faculty members.

The Central Library at DSVV has implemented the Library Management Software SOUL 2.0 since 2013. This software integration has streamlined various operations, allowing users to independently

access the library's services such as catalogue search, borrowing and returns of books. Utilizing RFID Technology, patrons can seamlessly navigate the library's offerings.

The SOUL software is being used for the acquisition process for new books. This involves entering essential data such as budget allocation, approvals, invoice processing, and other pertinent details related to acquisition, all handled within the technical section. Additionally, RFID tag and barcode application are carried out in this section to enhance inventory management.

The Circulation Section, strategically positioned adjacent to the textbook area, is equipped with computer terminals for transactions and an Issue Kiosk specifically designated for book checkouts and returns. Users interact with these terminals to facilitate their borrowing activities.

The RFID gate placed near the entrance is a notable feature of the library's infrastructure, which ensures that books leaving the premises without proper issuance trigger an alert, prompting library staff and security personnel to intervene. This system serves as a security measure against unauthorized book removals.

The Periodicals Section operates within the SOUL software framework, overseeing tasks such as subscriptions, renewals, tracking missing issues, and maintaining communication with vendors.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases**

**C. Any 2 of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**2.90**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)****48**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.3 - IT Infrastructure****4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year****35**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

Dev Sanskriti Vishwavidyalaya maintains a robust IT policy that guides the acquisition, utilization, and maintenance of its IT facilities, ensuring they meet the needs of students, faculty, and staff.

**IT Policy**

The IT policy at Dev Sanskriti Vishwavidyalaya outlines guidelines for the deployment and utilization of technology resources. It emphasizes:

- **Security and Data Privacy:** Measures to safeguard sensitive information and ensure compliance with data protection regulations.

- **Access and Connectivity:** Policies for providing equitable access to IT resources for all users, including students, faculty, and administrative staff.
- **Usage Guidelines:** Guidelines for responsible use of IT resources, including internet access, email, and software applications.

### Budgetary Provisions

The institution allocates a dedicated budget for IT infrastructure upgrades and maintenance. This includes:

- **Hardware and Software Upgrades:** Regular updates and replacements of computers, servers, and other IT equipment to ensure optimal performance and compatibility with current software applications.
- **Network Infrastructure:** Investment in networking equipment and Wi-Fi infrastructure to provide seamless connectivity throughout campus facilities.
- **Training and Support:** Provision for IT training programs and technical support services to assist users in leveraging technology effectively for academic and administrative purposes.

### Wi-Fi Facility

Dev Sanskriti Vishwavidyalaya has implemented a campus-wide Wi-Fi facility to support learning, research, and administrative activities. Key features include:

- **Coverage and Reliability:** Extensive coverage across academic buildings, libraries, student dormitories, and outdoor spaces to ensure uninterrupted internet access.
- **Security Features:** Implementation of robust security protocols and authentication mechanisms to protect user data and ensure secure connectivity.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
1122	237

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

• 1 GBPS

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Upload the data template	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

640.66

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

These systems ensure efficient operation and optimal utilization of these facilities to support the academic and extracurricular activities of students and faculty.

#### Laboratories

- **Inventory Management:** Regular inventory audits to ensure availability of necessary supplies and equipment
- **Maintenance Protocols:** Scheduled maintenance and calibration of laboratory equipment to uphold safety standards
- **Usage Guidelines:** Established protocols for the safe handling of equipment and hazardous materials

#### Library

- **Collection Development:** Strategic acquisition of books, journals, e-resources, and multimedia materials to support diverse academic programs.
- **Cataloging and Classification:** Organized cataloging and classification systems for easy access and retrieval of library resources.
- **User Services:** Provision of library orientation sessions, reference services, interlibrary loan facilities, and digital access to enhance user experience.

#### Sports Complex

- **Facility Maintenance:** Regular upkeep and maintenance of sports facilities such as grounds, courts, and equipment
- **Sports Programs:** Organized sports events, tournaments, and training sessions to encourage active participation
- **Fitness Facilities:** Provision of fitness centers, yoga halls, and wellness programs to promote holistic well-being

#### Computers and Classrooms

- **Computer Labs:** Equipped computer labs with updated hardware, software, and internet connectivity
- **Classroom Technology:** Integration of audiovisual aids, smart boards, and multimedia facilities in classrooms
- **Maintenance and Support:** IT helpdesk services and technical support to address software updates, connectivity issues, and user queries promptly.

### Support Facilities

- **Safety and Security:** Implementation of safety protocols, fire safety measures, and security systems
- **Accessibility:** Facilities designed to accommodate individuals with disabilities, ensuring inclusivity and equal access to all amenities.
- **Environmental Sustainability:** Initiatives for energy conservation, waste management, and eco-friendly practices

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)**

180

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year**

<b>371</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology**

**A. All of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

**• All of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## **5.2 - Student Progression**

**5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)**

**5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year**



4

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.2.2 - Total number of placement of outgoing students during the year**

16

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year**

34

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

5

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

Despite the absence of a formal student council, Dev Sanskriti Vishwavidyalaya (DSVV) boasts a variety of student initiatives

designed to foster welfare and holistic development. These initiatives include Student Clubs, Spiritual Study Circles, Houses of the Students, and the Student Welfare Department, all dedicated to ensuring a supportive and enriching environment for the students.

The university's student clubs are diverse and cater to a wide range of interests and activities:

**Disha and Aarogyam Club:** This club focuses on mental health and offers preventative and informative health services to all students.

**Shoorma Club:** Tailored for adventure enthusiasts, this club organizes a variety of adventure activities

**Sambhavna Club:** This club is a haven for students interested in reading and writing. It nurtures creativity and encourages literary skills, providing a platform for budding writers.

**Jigyasa Club:** Focused on intellectual stimulation, this club organizes quizzes and other knowledge-based activities.

**Kriti Club:** This club is dedicated to arts and crafts, allowing students to explore and develop their artistic talents.

**Sanskriti Club:** This club promotes cultural activities and helps students connect with and celebrate their cultural heritage.

**Seva Club:** Centered on community service, this club encourages students to participate in various social service activities.

**Rakshak Club:** This club focuses on safety and security, promoting awareness and activities related to self-defense and emergency preparedness.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

3

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the year

Dev Sanskriti Alumni Association (DSAA) following the legacy of Patron Founder Pujya Gurudev is a team of Proud DSVVians with an eternal zeal to offer their best for greater good & betterment of society. Alumni regularly donate their time and resources for social causes and participate in activities for social good at regular intervals in their field of work along with their professional engagements.

Donating time is always a great practice at DSVV following which Alumni for different disciplines and domains regularly visit DSVV and offer their services of imparting knowledge to current students via various Guest Lectures, Seminars & Workshops.

Online & Offline Talk series are the mediums through which alumni interact with current students through Alumni Speaks Session & Dev Talk Series.

Through Dev Sanskriti Students Clubs Alumni are getting engaged in mentoring activities of a variety of students clubs.

Alumni with global exposure come to serve various departments by donating their time and skill selflessly throughout the year.

In important ceremonies alumni are invited and honored. A special series of Dev Sanskriti Alumni Award is also being initiated to honor proud DSVV alumni. Universities normally get opportunities to interact with alumni in Convocation.

One such alumni Ms. Smita who made Guinness Book of World Records got honored and more than 50 Alumni DSVV got felicitated who are donating their time as faculty in DSVV. DSAA also organizes Alumni Meets from time to time.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

This vision is encapsulated in the university's motto: "A University for the Global Cultural & Spiritual Renaissance."

"The mission of Dev Sanskriti Vishwavidyalaya is clearly reflected in its academic and administrative governance, focusing on:

1. Merging traditional education with science and spirituality.
2. Producing devoted, righteous, and learned students.
3. Incorporating scientific spirituality into daily life.
4. Cultivating citizens endowed with strong nationalistic ideals.

**Alumni Success Stories :**Dev Sanskriti Vishwavidyalaya boasts a rich history of alumni success, with graduates excelling in diverse fields such as education, business, healthcare, and social work. Many alumni have become prominent leaders, embodying the university's values of compassion and selflessness.

**International Exposure of Students and Faculty :**Dev Sanskriti Vishwavidyalaya provides extensive international exposure to both students and faculty through various exchange programs, workshops, and conferences. Students have opportunities to study abroad, engage in collaborative research, and participate in global cultural exchange initiatives.

**International Tie-ups and MOUs:** Dev Sanskriti Vishwavidyalaya has established numerous international tie-ups, including strategic partnerships and Memoranda of Understanding (MOUs) with esteemed global institutions. These collaborations facilitate student and faculty exchanges, joint research projects, and shared educational resources.

**Social Service in Society:** Social service is a cornerstone of Dev Sanskriti Vishwavidyalaya's mission, with students and faculty actively engaged in various community service initiatives. The university organizes regular outreach programs, health camps, and educational workshops to address local and national social issues.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

Dev Sanskriti Vishwavidyalaya showcases effective leadership through its decentralized and participative management practices. These practices ensure that decision-making is inclusive, and responsibilities are distributed, fostering an environment of collaboration and efficiency. The university's approach is evident in various aspects of its operations, including curriculum design, the implementation of NEP 2020, and the recruitment of staff. Here's how the university embodies these principles:

**Curriculum Design Through Involvement of Alumni, Industry, and Other Stakeholders:** The curriculum design at Dev Sanskriti Vishwavidyalaya is a collaborative process that involves input from alumni, industry experts, and other stakeholders. Alumni, who have experienced the institution's educational environment, provide valuable feedback on the relevance and applicability of the curriculum in real-world scenarios. Industry experts contribute insights on current trends and future demands, ensuring that the curriculum remains up-to-date and aligned with market needs.

**NEP 2020 Implementation with Diverse Experts:** The implementation of the National Education Policy (NEP) 2020 at Dev Sanskriti Vishwavidyalaya exemplifies its commitment to participative management. The university has formed committees comprising diverse experts from various fields to oversee the integration of NEP 2020 guidelines into its academic framework.

**Recruitment of Teaching and Non-Teaching Staff:** The recruitment process for both teaching and non-teaching staff at Dev Sanskriti Vishwavidyalaya is another area where decentralization and participative management are evident. Recruitment panels include senior faculty, administrative leaders, and external experts to ensure a fair and comprehensive selection process.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

### Interdisciplinary Education:

**Capacity Building:** The university is committed to capacity building by enhancing the skills and competencies of its faculty, staff, and students. This includes continuous professional development programs, training workshops, and opportunities for advanced study.

**Startup Partnerships:** The University fosters entrepreneurship by partnering with startups, providing students with opportunities to engage in innovative projects and gain practical experience.

**Academic Partnerships:** Collaborations with other educational institutions, both national and international, enhance the academic environment at DSVV.

**Engagement with Society:** The University encourages its students and faculty to participate in community service and outreach programs.

**International Collaboration:** By partnering with over 35 international institutions, DSVV enriches its educational offerings and broadens the cultural and intellectual horizons of its students

### Academic Strategy

**1. Multidimensional Growth:** DSVV focuses on the holistic development of its students by providing a curriculum that balances academic learning with personal and spiritual growth.

**2. Skill Enhancement, Incubation, and Entrepreneurship Development:** To prepare students for the dynamic demands of the modern workforce, DSVV emphasizes skill enhancement and entrepreneurial development.

**3. Improvement of Academic Delivery:** Continuous improvement in academic delivery is a key strategy at DSVV. The university employs modern teaching methodologies, including the use of information and communication technology (ICT) in classrooms, to enhance the learning experience.

**4. Promotion of Indian Indigenous Research:** DSVV is dedicated to promoting research that draws upon India's rich cultural and spiritual heritage. The university supports and encourages research in fields such as Vedic sciences, Ayurveda, yogic science, and other traditional disciplines.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The effectiveness and efficiency of institutional bodies at Vishwavidyalaya are demonstrated through clear policies, a well-designed administrative setup, transparent appointment and service rules, and streamlined procedures.

**Clear Policies:** Dev Sanskriti Vishwavidyalaya has established comprehensive policies that guide its academic and administrative functions. Developed in consultation with stakeholders and based on evidence-based research and analysis, these policies provide a solid foundation for governance and operations.

**Well-Designed Administrative Setup:** The university's administrative setup is structured to promote accountability, transparency, and efficiency. The top-tier governing body, which includes the Chancellor, Vice-Chancellor, and other senior officials, provides strategic direction and oversight. Below them, various administrative departments manage the day-to-day operations.

**Transparent Appointment and Service Rules:** The appointment and service rules at Dev Sanskriti Vishwavidyalaya are designed to be fair, transparent, and merit-based. Recruitment panels, comprising

senior faculty members, administrative leaders, and external experts, ensure a thorough evaluation of candidates based on qualifications, experience, and alignment with the university's values.

**Streamlined Procedures:** The university employs streamlined procedures for its operations, ensuring clarity, simplicity, and efficiency. Standard operating procedures (SOPs) are established for various administrative tasks, facilitating consistent and efficient execution. These procedures cover activities such as student admissions, registration, financial transactions, and facility maintenance.

**Resource Management:** Dev Sanskriti Vishwavidyalaya ensures the availability of adequate human, financial, and technical resources to carry out its functions effectively. By allocating resources strategically, the university supports its academic and administrative operations, fostering an environment conducive to learning and growth.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 6.2.3 - Institution Implements e-governance in its areas of operations

#### 6.2.3.1 - e-governance is implemented covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

A. All of the above

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

Performance appraisal, incentive-based promotions, and welfare initiatives are critical elements of modern industrial and



governmental administrative structures. These practices have been extended to academia as well, and accordingly, DSVV adheres to standard procedures for recognizing various academic accomplishments such as noteworthy publications and patents.

However, the academic administrative process should fundamentally differ, as the contributions of educators and staff are not directly or precisely measurable. Success in academia often follows numerous instances of rigorous effort and failure. Therefore, there is a need to develop a fair, academia-specific mechanism for evaluation. DSVV is actively working towards establishing such a system.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

5

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

1

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

20

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 6.4 - Financial Management and Resource Mobilization

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

The University is renowned for its integrity and transparent, accountable financial management system. It operates as a self-financed and self-funded institution, with private sponsorship from the Shri Vedmata Gayatri Trust, Shantikunj, Haridwar. The University employs the following strategies for fund mobilization and optimal resource utilization:

#### Diversification of Funding Sources:

The University taps into various funding sources, including grants, donations, and sponsorships. This approach reduces reliance on a single funding source, offering greater flexibility in funding allocation.

#### Building Partnerships and Collaborations:

Collaborating with other universities and organizations enables the University to leverage resources, expertise, and networks to achieve shared objectives. These partnerships also open new funding opportunities and extend the institution's reach.

#### Adopting a Data-Driven Approach:

By tracking and analyzing data on funding sources, resource allocation, and impact, the University makes informed decisions regarding fund mobilization and resource optimization.

#### Emphasizing Transparency and Accountability:

The University maintains high levels of trust and credibility with its stakeholders through transparency about funding sources, expenditures, and impacts. This is achieved via regular reporting, internal and independent audits, and financial information disclosure.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

NA

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

12.34

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

The University demonstrates a strong commitment to financial transparency and accountability by conducting regular internal and external audits.

**Internal Audits:** Internal audits are conducted quarterly to provide continuous monitoring of our financial operations. These audits focus on assessing the accuracy of financial statements, verifying compliance with internal controls, and identifying potential areas for improvement. The internal audit process involves a detailed review of budgeting, expenditure, and revenue processes, ensuring that all financial activities are properly documented and accounted for. This proactive approach helps in early detection and correction of any discrepancies, thereby maintaining financial integrity.

**External Audits:** In addition to internal audits, the institution engages independent external auditors annually to perform a comprehensive review of our financial statements. External audits

offer an unbiased evaluation of our financial health and compliance with statutory requirements. The external auditors examine our financial reports, accounting practices, and internal controls, providing an objective assessment that enhances our credibility with stakeholders.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

The Internal Quality Assurance Cell (IQAC) at Dev Sanskriti Vishwavidyalaya has played a pivotal role in institutionalizing quality assurance strategies and processes. Two notable practices resulting from IQAC initiatives include the implementation of Outcome-Based Education (OBE) framework and the adherence to National Education Policy (NEP) 2020 guidelines.

1. **Outcome-Based Education (OBE) Framework:** IQAC has spearheaded the adoption of an OBE framework, focusing on defining clear learning outcomes for each program and course. This framework ensures that educational objectives align closely with industry requirements and societal needs. Regular reviews by IQAC assess whether these outcomes are achieved through effective teaching-learning processes and assessments, fostering continuous improvement.

2. **NEP 2020 Implementation:** IQAC has facilitated the integration of NEP 2020 guidelines into the university's academic and administrative practices. This includes curriculum revision to align with the policy's emphasis on multidisciplinary education, flexibility in course choices, and holistic development of students. IQAC monitors the implementation progress, conducts workshops for faculty to understand the new pedagogical approaches, and ensures compliance with the policy directives to enhance overall educational quality and relevance.

These practices institutionalized by IQAC reflect Dev Sanskriti Vishwavidyalaya's commitment to enhancing educational standards and ensuring holistic development through systematic quality assurance measures.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Conferences, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and students Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</b>	<b>B. Any 4 of the above</b>
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)</b>	
<p><b>Quality Initiatives (First Cycle):</b> Strengthening of internal quality assurance mechanisms through workshops and training sessions for faculty on assessment practices and curriculum alignment.</p> <p><b>Post Accreditation Quality Initiatives (Second and Subsequent Cycles):</b></p> <ul style="list-style-type: none"> <li>• Implementation of recommendations from accreditation reviews to enhance academic standards and administrative efficiency.</li> <li>• Development of a structured feedback system involving stakeholders to continuously improve institutional processes and services.</li> </ul> <p><b>Course Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Revision of course curriculum based on industry feedback and emerging trends to ensure relevance and alignment with current</li> </ul>	

market demands.

- Integration of outcome-based education frameworks to clearly define and assess learning outcomes for each program.

Placement Outcomes:

- Strengthening of career counselling services and industry collaborations to enhance placement opportunities for graduates.
- Implementation of skill development programs and internships aimed at improving employability skills among students.

Research Outcomes: Increase in research publications in reputed journals and conferences across various disciplines.

ISO Certifications: Successful renewal of ISO certifications related to quality management systems, ensuring adherence to international standards in academic and administrative processes.

Participation in NIRF: Active participation in the National Institutional Ranking Framework (NIRF)

Business Incubation Cell: Establishment of a dedicated business incubation cell to support entrepreneurial ventures among students and alumni, providing mentorship, funding, and networking opportunities.

Establishment of AI Centre: Launch of an AI center aimed at fostering research and innovation in artificial intelligence, collaborating with industry partners.

Research Grants for AI Research: Securing research grants from non-governmental organizations to fund AI-related projects and initiatives.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Dev Sanskriti Vishwavidyalaya has undertaken several measures in the past year to promote gender equity across curricular and extra-curricular domains, ensuring a safe and supportive environment for all students, particularly female students:

1. **Common Rooms:** Dedicated common rooms for female students to provide a comfortable space for study, relaxation, and social interaction.
2. **Camera CCTV Safety Areas:** Installation of CCTV cameras in strategic areas across the campus to enhance security and ensure a safe environment for female students.
3. **Female Guards:** Deployment of female security guards at key locations within the campus to address safety concerns and provide assistance when needed.
4. **24x7 Doctor Facility:** Provision of round-the-clock medical services with female doctors available on campus to attend to the healthcare needs of female students.
5. **Sanitary Machines Installed:** Installation of sanitary napkin vending machines and disposal units in various campus facilities to promote menstrual hygiene management.
6. **Counselling Center:** Establishment of a dedicated counselling center for female students, offering support services related to academic, personal, and emotional well-being.
7. **Women Empowerment Cell:** Creation of a women empowerment cell to address gender-related issues, organize awareness programs, and empower female students through workshops, seminars, and skill-building activities.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Annual gender sensitization action plan(s)	<a href="https://www.dsvv.ac.in/naac-docs/2023-2024/AOAR-23-24-SUPPORTING-DOC/PART-B/criterion%20VII/7.1.1.pdf">https://www.dsvv.ac.in/naac-docs/2023-2024/AOAR-23-24-SUPPORTING-DOC/PART-B/criterion%20VII/7.1.1.pdf</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	<a href="https://www.dsvv.ac.in/naac-docs/2023-2024/AOAR-23-24-SUPPORTING-DOC/PART-B/criterion%20VII/7.1.1.pdf">https://www.dsvv.ac.in/naac-docs/2023-2024/AOAR-23-24-SUPPORTING-DOC/PART-B/criterion%20VII/7.1.1.pdf</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

**B. Any 3 of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management**

**Implementation of comprehensive waste management facilities to handle various types of waste effectively:**

- **Solid Waste Management:** The institution operates a robust solid waste management system. Waste segregation bins are strategically placed across the campus for students and staff. Biodegradable waste is composted onsite to produce organic manure used in campus gardens, promoting sustainability. Non-biodegradable waste is collected, sorted, and sent for recycling to authorized recycling centers.
- **Liquid Waste Management:** Liquid waste, including wastewater from kitchens, bathrooms, and laboratories, is treated



through a centralized sewage treatment plant (STP). The STP employs biological and chemical processes to purify the wastewater before safe discharge or reuse for non-potable purposes like irrigation.

- **Biomedical Waste Management:** The health center adheres to stringent biomedical waste management protocols. This waste is disposed of according to biomedical waste management rules, ensuring compliance with environmental regulations.
- **E-waste Management:** E-waste is centrally stored in a dedicated building equipped with facilities for safe storage and handling.
- **Paper Waste Recycling System:** A paper waste recycling system is in place to manage paper waste generated across campus offices, classrooms, and libraries. Waste paper is collected, shredded, and sent to recycling units where it is processed into recycled paper products.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**

A. Any 4 or All of the above

<b>4. Ban on use of plastic</b>	
<b>5. Landscaping</b>	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution</b>	
<b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b>	<b>A. Any 4 or all of the above</b>
<ol style="list-style-type: none"> <li>1. Green audit</li> <li>2. Energy audit</li> <li>3. Environment audit</li> <li>4. Clean and green campus recognitions/awards</li> <li>5. Beyond the campus environmental promotional activities</li> </ol>	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</b>	<b>B. Any 3 of the above</b>
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other</b>	

diversities (within a maximum of 200 words)

Dev Sanskriti Vishwavidyalaya (DSVV) and its mother institution are dedicated to fostering an inclusive environment that promotes tolerance, harmony, and respect for cultural, regional, linguistic, communal, socio-economic, and other diversities. The institution's efforts in this regard encompass various initiatives and activities:

1. **Environmental Initiatives:** DSVV actively participates in environmental conservation efforts through tree plantation drives, promoting sustainable practices, and organizing awareness campaigns on biodiversity conservation and climate change mitigation.
2. **Plantation Drives:** Regular plantation drives are conducted to enhance green cover on campus and in surrounding areas, contributing to environmental sustainability and ecosystem restoration.
3. **Yoga and Yagya:** The institution promotes yoga as a means to promote physical, mental, and spiritual well-being among students and the community. Yagya ceremonies are conducted to foster a sense of collective harmony and spiritual upliftment.
4. **Community Harmony Rally Programs:** DSVV organizes community harmony rallies and programs to celebrate cultural diversity, promote intercultural dialogue, and foster unity among different communities.
5. **De-addiction Camps:** The institution conducts de-addiction camps and awareness programs to address substance abuse issues, providing support and rehabilitation services to affected individuals.
6. **Other Activities:** Additionally, DSVV engages in various cultural events, seminars, workshops, and social outreach programs that celebrate and respect diverse cultural traditions, languages, and socio-economic backgrounds. These activities aim to promote mutual understanding, acceptance, and harmony among all members of the institution and the broader community.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:	
<p>University sensitizes its students and employees to constitutional obligations, values, rights, duties, and responsibilities through various initiatives and activities:</p>	
<ol style="list-style-type: none"> <li>1. <b>Regular Prayers to Martyrs (Wall of Heroes):</b> The institution honors and pays tribute to the martyrs of the country through regular prayers and by maintaining a "Wall of Heroes." This initiative instills a sense of respect, patriotism, and awareness about the sacrifices made by individuals for the nation's integrity and sovereignty.</li> <li>2. <b>Constitution Day Celebrations:</b> Dev Sanskriti Vishwavidyalaya celebrates Constitution Day (also known as Samvidhan Divas) with enthusiasm. The day is marked by various competitions and events that highlight the significance of the Indian Constitution, its values, and the rights and duties it bestows upon citizens. Competitions such as debates, quizzes, and essay writing contests encourage students to delve deeper into constitutional principles and their relevance in contemporary times.</li> <li>3. <b>14th August as Partition Horror Day Initiative:</b> In alignment with the Government of India's initiative to observe 14th August as Partition Horror Day, the institution educates its community about the tragic events surrounding the partition of India in 1947. This initiative aims to foster empathy, understanding, and a historical perspective among students and employees regarding the repercussions of partition on communities and the nation as a whole.</li> </ol>	
<p><b>7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes</b></p>	<p>All of the above</p>

**professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Dev Sanskriti Vishwavidyalaya actively celebrates and organizes a variety of national and international commemorative days, events, and festivals that hold cultural, educational, and societal significance.

1. **International Yoga Day:** DSVV celebrates International Yoga Day on June 21st each year, promoting the ancient practice of yoga for physical, mental, and spiritual well-being. The day includes yoga sessions, workshops, and talks by experts to highlight the benefits of yoga in modern lifestyles.
2. **Republic Day:** Republic Day, observed on January 26th, is commemorated with flag hoisting, cultural programs, and speeches that emphasize the importance of the Indian Constitution and the values of democracy, unity, and diversity.
3. **Guru Purnima:** DSVV observes Guru Purnima to honor and express gratitude to teachers, mentors, and spiritual guides who impart knowledge and wisdom. The day includes special prayers, discourses, and cultural performances.
4. **Independence Day:** On August 15th, Independence Day celebrations at DSVV include flag hoisting, patriotic songs, speeches, and cultural programs that commemorate India's independence and reflect on the nation's journey towards progress and unity.
5. **International Women's Day:** DSVV organizes events on International Women's Day (March 8th) to celebrate the achievements of women in various fields and promote gender equality. Activities include panel discussions, workshops, and cultural performances that highlight women's contributions to society.

6. **Earth Day:** Earth Day, observed on April 22nd, is marked at DSVV with environmental awareness campaigns, tree planting drives, workshops on sustainable practices, and discussions on climate change and conservation efforts.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

### Absolute and Comprehensive Implementation of NEP

#### Alignment with CBCS and NEP 2020:

- **Flexibility and Mobility:** The CBCS framework allows students to select courses based on their interests and career goals, promoting interdisciplinary learning.
- **Skill Development:** NEP 2020 emphasizes skill development, critical thinking, and creativity, which are integrated into the formative assessment components.
- **Holistic Evaluation:** A combination of formative and summative assessments ensures a comprehensive evaluation of students' academic and practical skills.
- The university offers multidisciplinary programs such as MA/MSc in Yogic Science and Ayurveda, PGD in Theology and Psychological Counseling, and the DCPIC (Diploma in Counseling and Psychotherapy in the Indian Context).
- University faculty is being trained in NEP 2020 training programs to enhance their understanding, skills, and knowledge.
- An incubation cell has been established to foster a multidisciplinary approach in start-ups, integrating diverse fields such as Yagya with various aspects and artificial intelligence with agriculture.
- Undergraduate bachelor program students are required to take at least four GE (General Elective) courses offered by other university departments.
- Credit transfers are facilitated through the student exchange program under the Erasmus+ scholarship, allowing students to attend prominent European universities for a

semester abroad.

- Community engagement and service are incorporated into various projects within the curricula.
- The Erasmus Plus program supports student and faculty exchanges.
- The Center for Baltic Culture and Studies attracts international students through partnerships with universities in Baltic nations.

### 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

#### 1. Artificial Intelligence - Institute of Artificial Intelligence:

- **52 Patents:** The institute has secured 52 patents in AI applications, showcasing its innovative research.
- **DRDO MoU on Embedded Machine Learning:** A Memorandum of Understanding (MoU) with the Defense Research and Development Organization (DRDO) enables collaborative research.
- **Singapore Project:** Involvement in a significant project with Singapore highlights the institute's global reach and collaborative efforts.

#### 2. Peace Initiatives - South Asian Institute of Peace and Reconciliation (SAIPR): The institution's commitment to peace is evident through the SAIPR.

- **Collaborations with Birmingham and Winchester Universities:** Partnerships enhance peace-building initiatives with international expertise.
- **UNO Global Sustainable Network Standards:** Adherence to United Nations standards ensures globally recognized practices.
- **First Center in India:** The SAIPR, inaugurated by Vice President of India Shri Vainkaiya Naidu, is the first of its kind in India, marking a milestone in peace efforts.
- **Peace-building in Bhartiya Chintan Context:** Focuses on peace-building within the context of Bhartiya Chintan (Indian thought).

3. Recognition by Nobel Peace Prize Committee: Dr. Asle Toje, a leader of the Nobel Peace Prize committee, visited and appreciated the institution's peace initiatives.

4. Yagya Research: The institution pioneers research in Yagya (Vedic rituals), particularly in Bhartiya knowledge systems.

- **Focus on Epigenetics and Gene Expression:** Research explores how Yagya influences epigenetics and gene expression.
- **Notable PhD Research:** Researchers like Vanishri study "Investigating the Epigenetic Impact of Gayatri Sadhana On Healthy Adults Through Changes In DNA Methylation Patterns And Gene Expression Levels" these intersections, highlighting the institution's innovative approach.

7.3.2 - Plan of action for the next academic year

- **Center for Excellence with DRDO MoU on Embedded Machine Learning:** Establish a Center for Excellence in collaboration with DRDO focusing on embedded machine learning. This center will drive advanced research and innovation, enhancing our AI capabilities and defense technologies.
- **IKS Unique Curricula Establishment:** Develop a unique curriculum integrating 16 traditional Indian knowledge systems (Prachya Vidya). This initiative aims to preserve and promote indigenous knowledge, fostering a holistic educational experience.
- **Bhartiya Medicinal System Center:** Create a comprehensive center for alternative therapies under one roof. This center will focus on Bhartiya medicinal systems, offering a diverse range of traditional healing practices and fostering interdisciplinary research.
- **International Center Development:** Expand our international presence by finalizing 91 MoUs. As the university now caters 1000 students from almost 23 countries. The International Center offers short-term (7 to 15 days) and long-term courses, accommodating up to 1000 students annually. This will be housed on the 2nd and 3rd floors of Patel Bhawan Extension, providing a state-of-the-art facility for global education and cultural exchange.