

INTERNAL QUALITY ASSURANCE CELL (IQAC)

Annual Quality Assurance Report (AQAR) 2015-16



**Dev Sanskriti Vishwavidyalaya
Gayatrikunj-Shantikunj, Haridwar (249411) Uttarakhand**

The Annual Quality Assurance Report (AQAR) of the IQAC of Dev Sanskriti Vishwavidyalaya, Haridwar

Part – A

AQAR for the academic year : 2015 – 16

1. Details of the Institution

1.1 Name of the Institution : Dev Sanskriti Vishwavidyalaya

1.2 Address Line: Gayatrikunj-Shantikunj

City/Town: Haridwar

State: Uttarakhand

Pin Code: 249 411

Institutional email address: registrar@dsvv.ac.in

Contact No.: +91 9258 369 628

Name of the head of the institution: Mr. Sharad Pardhy

Tel. No. with STD Code: +91-1334-260 723

Mobile: +91 9219 050 044

Name of the IQAC Co-ordinator: Dr. Saurabh Mishra

Mobile: +91 9258 360 584

IQAC email Address: iqac@dsvv.ac.in

1.3 Naac Track ID

OR

1.4 NAAC Executive Committee No. & Date: EC(SC)/09/A&A/48.1 dated 14-09-2015

1.5 Website Address: http://www.dsvv.ac.in/downloads/AQAR_2015-16.pdf

1.6 Accreditation Details:

| Sl. No. | Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|---------|-----------|-------|------|-----------------------|-----------------|
| 1 | 1st Cycle | B | 2.8 | 2015 | 13-09-2020 |

1.7 Date of establishment of IQAC: 12/12/2013

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC: Not Applicable

1.9 Institutional Status

- a. University: State and Private
- b. Affiliated College: None
- c. Constituent College: None
- d. Autonomous college of UGC: No
- e. Regulatory Agency approved Institution: Yes (NCTE)
- f. Type of education:
 - i. Co-Education
 - ii. Urban
 - iii. Financial Status: UGC 2(f) and Totally Self-Financing

1.10 Type of faculty/programme

- a. Arts
- b. Science
- c. TEI (Edu)
- d. Others: Rural Management (Social Sciences)

1.11 Name of the Affiliating University (for the colleges): Not Applicable

1.12 Special status conferred by Central/State Government – UGC/CSIR/DST/DBT/ICMR etc. :
Not Applicable

2. IQAC Composition and Activities

2.1 No. of Teachers: 2

2.2 No. of Administrative/Technical staff: 5

2.3 No. of students: 1

2.4 No. of Management representatives: 2

2.5 No. of Alumni: 1

2.6 No. of any other stakeholder and community representatives: 2

2.7 No. of Employers/ Industrialists: 1

2.8 No. of other External Experts: 1

2.9 Total No. of members: 15

2.10 No. of IQAC meetings held: 14

2.11 No. of meetings with various stakeholders: Total No.: 41

a. Faculty: 24

b. Non-Teaching Staff : 7

c. Students: 5

d. Alumni: 3

e. Others: 2

2.12 Has IQAC received any funding from UGC during the year?: No

2.13 Seminars and conference (only quality related)

a. No. of Seminars/Conferences/Workshops/Symposia organized by the IQAC:

Total No.: 5 International: 0 National: 0 State: 0 Institutional Level: 5

b. Themes:

i. Curriculum development process

ii. Teaching-learning process

iii. Technology enabled teaching

iv. Continuous Internal Evaluation

v. Impact factor, patenting and h-index

2.14 Significant Activities and contributions made by IQAC

- a. Following the Cycle 1 NAAC accreditation of the Dev Sanskriti Vishwavidyalaya, the IQAC of DSVV has worked meticulously in developing the quality benchmarks for various academic and administrative activities of the University that included development of Quality Assurance Policy, as well as its implementation plan. This was followed by nomination of departmental IQAC contact persons, who could assist in swift implementation of the quality process.
- b. IQAC has conducted 5 institutional level workshops on diverse themes in the given year, and has also assisted in the organization and documentation of National and International Seminars and Conferences organised by various departments of the University. IQAC also prepared the necessary database to support the aforementioned purpose and introduced the documentation framework to accomplish pertinent objectives.
- c. IQAC remained committed to develop a learner-centric environment and to accomplish that purpose, IQAC introduced the re-registration process, and also assisted in standardizing many apposite formats.
- d. IQAC collected and arranged the feedback responses from students, parents, alumni, teachers by using a 360 degree feedback system on curriculum development, teaching-learning process, research, innovation and administration, and utilized that information in conducting SWOC analysis of the University, trend analysis to introduce new courses, formation of student committees, development of quality assurance policy, improving the quality of the learning process, formation of academic calendar and examination calendar, as well as the amendment of the prospectus of the University.
- e. IQAC has managed to establish itself as the nodal center of the institution for all quality-related activities, which has contributed in the effective completion of the first AQAR of the DSVV.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

* *Attach the Academic Calendar of the year as Annexure – Please see Annexure V*

| Plan of Action | Outcome |
|---|--|
| Quality Aspects | |
| Development of Quality benchmarks | Quality Assurance Policy was drafted and Departmental IQAC contact persons were appointed for its effective implementation. |
| Curricular Aspects | |
| Collection of Feedback from employers, faculty members, alumni, students, subject experts to assist in curriculum development | Assisted the curriculum development committee in developing the curriculum for new courses, and to make necessary amendments in the existing courses |
| Ensuring that the guidelines of regulatory bodies are met while developing the curriculum | Reviewed and discussed with Curriculum Development Committees |
| Assisting in developing the flexibility of the Generic Electives (GEs) in Choice Based Credit System (CBCS) | Completed |

| | |
|--|---|
| Assisting in developing the plan for International Cell to attract more international students and for monitoring the existing MoUs | Further streamlining of the admission process for international students |
| Teaching, Learning and Evaluation | |
| Assisting the admission cell to qualitatively review the admission process and diversity of students | Findings of the review were shared with the promotions team |
| Assisting in the development of academic calendar and examination calendar | Several new features were incorporated in the academic calendar |
| Conducting seminars and workshops on diverse themes on quality related issues | Several institutional level seminars and workshops were conducted |
| Student Support and Progression | |
| Review of student welfare activities – role of counsellors in providing guidance to students on various issues including academic, social and psychological – skill enhancement trainings available for students | Reviewed - students are getting effective counseling - skill enhancement trainings are benefiting them |
| Review of the Pt. Shriram Sharma Acharya Scholarship given by the University | Reviewed - several academically promising students with economically weak background are benefited |
| Review of efforts to contact the Alumni and utilize their expertise in quality enhancement through talks, guidance sessions, etc. | Analyzed – students are getting effective guidance from the alumni in academics and career perspectives |
| Faculty Development | |
| Tracking the progress of faculty by conducting survey on a regular basis – creating a form for collecting inputs from the faculty | Form created, filled and analyzed – recommendations shared with the Management |
| Collecting student feedback about faculty members – creating a form and collecting department-wise feedback | Form created, filled and analyzed – suggestions made for improvement of faculty performance |
| Research and Extension | |
| Assessing the research environment in the University – motivating and assisting the faculty in writing more research projects, articles, etc. | 16 research projects were submitted to DST, AYUSH, etc. 14 research pre-proposals were submitted to DHR. 1 project was sanctioned from USERC. |
| Assist in reviewing the guidelines of the University's Research Ethics Committee (REC) | REC was reconstituted and its guidelines were updated |
| Review the impact of Social Internship (Extension activity), which is mandatory for each student – take student feedback | Analysis showed that social internship significantly boosts the confidence of the students and acquaints them with the grassroots issues |

2.15 Whether the AQAR was placed in statutory body: No

Provide the details of the action taken: The AQAR was reviewed and approved by the University Administration.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

| Level of the Programme | Number of existing Programmes | Number of programmes added during the year | Number of self-financing programmes | Number of value added / Career Oriented programmes |
|------------------------|-------------------------------|--|-------------------------------------|--|
| PhD | 11 | 0 | 11 | 0 |
| PG | 14 | 1 | 15 | 0 |
| UG | 3 | 2 | 5 | 0 |
| PG Diploma | 2 | 0 | 2 | 0 |
| Advanced Diploma | 1 | 0 | 1 | 0 |
| Diploma | 1 | 0 | 1 | 0 |
| Certificate | 5 | 0 | 5 | 0 |
| Others (B.Ed.) | 1 | 0 | 1 | 0 |
| Total | 38 | 03 | 41 | 0 |

| | | | | |
|-------------------|---|---|---|---|
| Interdisciplinary | 0 | 0 | 0 | 0 |
| Innovative | 0 | 0 | 0 | 0 |

1.2 (i) Flexibility of the Curriculum: **CBCS/ Core/ Elective option / Open options**

(ii) Pattern of programmes:

| Pattern | Number of programmes |
|-----------|----------------------|
| Semester | 41 |
| Trimester | NA |
| Annual | NA |

1.3 Feedback from stakeholders*

Alumni: Yes Parents: Yes Employers: Yes Students: Yes Society: Yes

Mode of feedback:

Online: Yes Manual: Yes Co-operating schools (for PEI): Yes

**Please provide an analysis of the feedback in the Annexure – Please see Annexure II*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

- The Board of Studies (BOS) of the syllabi in CBCS format had been completed and also published in the prospectus.
- The Department of Education made changes in the regulations for B.Ed. on the basis of new NCTE Regulation, 2014.

- In the syllabus of Environmental Science, some current critical issues related to the environment and local area were added.
- The existing Masters in Tourism and Travel Management (TTM) Program was upgraded to the MBA-TTM program.

1.5 Any new Department/Centre introduced during the year. If yes, give details: None

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

| Total | Assistant Professors | Associate Professors | Professors | Others |
|-------|----------------------|----------------------|------------|--------|
| 84 | 63 | 16 | 5 | 0 |

2.2 No. of permanent faculty with Ph.D.: 61

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

| Assistant Professors | | Associate Professors | | Professors | | Others | | Total | |
|----------------------|----|----------------------|----|------------|----|--------|---|-------|----|
| R | V | R | V | R | V | R | V | R | V |
| 4 | 11 | 0 | 11 | 0 | 05 | 11 | 0 | 15 | 27 |

2.4 No. of Guest and Visiting faculty, and Temporary faculty:

Guest faculty: 54

Visiting faculty: 33

Temporary faculty: 70

2.5 Faculty participation in conferences and symposia:

| No. of Faculty | International level | National level | State level |
|------------------------------|---------------------|----------------|-------------|
| Attended Seminars/ Workshops | 27 | 38 | 48 |
| Presented papers | 15 | 20 | 01 |
| Resource Persons | 09 | 14 | 07 |

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- Collaborative efforts by departments in teaching and learning – a compulsory course on Yoga for students of various departments; a mandatory course on Life Management for all the students
- Implementing the concepts of Information and Communication Technology (ICT), guest lectures, assignments, quizzes, educational tours, and seminars to enhance the soft skills of the students
- Along with traditional teaching, an innovative approach, self-based learning, is being adopted for students. Case study pattern of teaching makes the subject more interesting.
- NPTEL (National Programme on Technology Enhanced Learning - nptel.ac.in) videos and other open source learning material is made available to the students. This is giving students a better understanding of the subject. Modular training and regular seminars are also helping the students to learn more effectively
- Foreign language classes for students are conducted on a regular basis

2.7 Total No. of actual teaching days during this academic year: 171

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, and Online Multiple Choice Questions)

- Implementation of Continuous Internal Evaluation (CIE)
- Preparation for Choice Based Credit System (CBCS) – to be implemented from the next session

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development
As member of Board of Study/ Faculty/ Curriculum Development workshop

Curriculum restructuring/ revision: 14

Syllabus development as member of Board of Study: 13

Faculty/ Curriculum Development workshop: 2

2.10 Average percentage of attendance of students: 85.85%

2.11 Course/Programme wise distribution of pass percentage:

| Title of the Programme | Students appeared | Division | | | | |
|--|-------------------|---------------|-------|-------|-------|--------|
| | | Distinction % | I % | II % | III % | Pass % |
| M.Sc. Yogic Science & Holistic Health | 14 | 14.29 | 71.43 | 7.14 | NIL | 92.86 |
| M.A./M.Sc. Psychology | 29 | 27.59 | 58.62 | 0.00 | NIL | 86.21 |
| M.A./M.Sc. Human Consciousness & Yogic Science | 27 | 11.11 | 88.89 | 0.00 | NIL | 100.0 |
| M.A. Applied Yoga & Human Excellence | 28 | 3.57 | 89.29 | 7.14 | NIL | 100.0 |
| M.Sc. Computer Science | 10 | 10.00 | 60.00 | 30.00 | NIL | 100.0 |
| M.A. Tourism Studies | 09 | 22.22 | 66.67 | 11.11 | NIL | 100.0 |
| M.A. Journalism & Mass Communication | 10 | 0.00 | 80.00 | 10.00 | NIL | 90.00 |
| M.A. Indian History and Culture | 04 | 25.00 | 75.00 | 0.00 | NIL | 100.0 |
| M.Sc. Environmental Science | 07 | 85.71 | 14.29 | 0.00 | NIL | 100.0 |
| M.A. Applied Education | 10 | 20.00 | 70.00 | 10.00 | NIL | 100.0 |
| M.A. Sanskrit | 05 | 20.00 | 60.00 | 20.00 | NIL | 100.0 |
| M.A. Hindi | 03 | 66.67 | 33.33 | 0.00 | NIL | 100.0 |
| M.Sc. Applied Medicinal Plants' Sciences | 01 | 0.00 | 100.0 | 0.00 | NIL | 100.0 |
| Bachelor of Computer Application | 39 | 2.56 | 51.28 | 20.51 | NIL | 74.36 |

| | | | | | | |
|---|----|-------|-------|-------|-----|-------|
| Bachelor of Science B.Sc. | 86 | 10.47 | 73.26 | 0.00 | NIL | 83.72 |
| Bachelor of Arts B.A. | 85 | 7.06 | 88.24 | 4.71 | NIL | 100.0 |
| P.G. Diploma in Human Consciousness, Yoga & Alternative Therapy | 16 | 25.00 | 75.00 | 0.00 | NIL | 100.0 |
| Diploma in JMC | 05 | 20.00 | 60.00 | 20.00 | NIL | 100.0 |
| Diploma in Self Entrepreneurship & Rural Management | 10 | 0.00 | 50.00 | 30.00 | NIL | 80.00 |
| Certificate in Theology | 13 | 7.69 | 76.92 | 15.38 | NIL | 100.0 |
| Certificate in Yoga | 25 | 4.00 | 80.00 | 4.00 | NIL | 88.00 |
| Certificate in Holistic Health Management | 20 | 0.00 | 30.00 | 30.00 | NIL | 60.00 |

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- Collection of Feedback from faculty members, students and subject experts to assist the curriculum development committee in developing the curriculum for new courses, and to make necessary amendments in the existing courses
- Ensuring that the guidelines of regulatory bodies are met while developing the curriculum
- Assisting in developing the flexibility of the Generic Electives (GEs) in newly adopted CBCS format
- Assisting in the development of academic calendar and examination calendar
- Conducting seminars and workshops on diverse themes on teaching and learning related issues

2.13 Initiatives undertaken towards faculty development

| Faculty / Staff Development Programmes | Number of faculty benefited |
|--|-----------------------------|
| Refresher courses | 03 |
| UGC – Faculty Improvement Programme | Nil |
| HRD programmes | Nil |
| Orientation programmes | 02 |
| Faculty exchange programme | Nil |
| Staff training conducted by the University | 11 |
| Staff training conducted by other institutions | 09 |
| Summer / Winter schools, Workshops, etc. | 02 |
| Others | 11 |

2.14 Details of Administrative and Technical staff

| Category | Number of Permanent Employees | Number of Vacant Positions | Number of permanent positions filled during the Year | Number of positions filled temporarily |
|----------------------|-------------------------------|----------------------------|--|--|
| Administrative Staff | 16 | - | - | - |
| Technical Staff | 19 | - | - | - |

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

1. Monthly Research Seminars were conducted where the faculty members had an opportunity to present their research work.
2. Workshop on Inter and Trans-Disciplinary Research

3.2 Details regarding major projects

| | Completed | Ongoing | Sanctioned | Submitted |
|-----------------------|-----------|---------|------------|-----------|
| Number | 3 | - | 1 | 16 |
| Outlay in Rs. (Lakhs) | 46.5 | | 1.5 | 309.078 |

3.3 Details regarding minor projects

| | Completed | Ongoing | Sanctioned | Submitted |
|-----------------------|-----------|---------|------------|-----------|
| Number | - | 4 | - | 02 |
| Outlay in Rs. (Lakhs) | - | 2 | - | 10 |

3.4 Details on research publications

| | International | National | Others |
|--------------------------|---------------|----------|--------|
| Peer Review Journals | 37 | 06 | 02 |
| Non-Peer Review Journals | 07 | 02 | - |
| e-Journals | 08 | - | - |
| Conference proceedings | 05 | 01 | - |

3.5 Details on Impact factor of publications: Not Available

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

| Nature of the Project | Duration Year | Name of the funding Agency | Total grant Sanctioned (Rs.) | Received (Rs.) |
|--|---------------|----------------------------|------------------------------|----------------|
| Major projects | 2015-16 | USERC, Dehradun | 1,50,000 | 1,20,000 |
| Minor Projects | | | | |
| Interdisciplinary Projects | | | | |
| Industry sponsored | | | | |
| Projects sponsored by the University/ College | | | | |
| Students research projects <i>(other than compulsory by the University)</i> | | | | |
| Any other(Specify) | | | | |
| Total | | | 1,50,000 | 1,20,000 |

3.7 No. of books published i) With ISBN No.: 02 Chapters in Edited Books: 26

ii) Without ISBN No.: 06

3.8 No. of University Departments receiving funds from: None

3.9 For colleges: Not Applicable

3.10 Revenue generated through consultancy: None

3.11 No. of conferences organized by the Institution

| Level | International | National | State | University | College |
|---------------------|---------------|--------------------|------------|------------|---------|
| Number | - | 06 | 02 | - | - |
| Sponsoring agencies | - | USERC / University | University | - | - |

3.12 No. of faculty served as experts, chairpersons or resource persons: 20

3.13 No. of collaborations: International: 04 National: 04 Any other: 01

3.14 No. of linkages created during this year: 14

3.15 Total budget for research for current year in lakhs (Rs.):

From funding agency: 1.2 From Management of University: 3.7 Total: 4.9

3.16 No. of patents received this year: None

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year:

| Total | International | National | State | University |
|-------|---------------|----------|-------|------------|
| 14 | 04 | 07 | 02 | 01 |

3.18 No. of faculty from the Institution who are Ph. D. Guides and students registered under them:

Ph.D. Guides: 41 Students registered: 158

3.19 No. of Ph.D. awarded by faculty from the Institution: 5

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF: 03 SRF: - Project Fellows: 02 Any other: -

3.21 No. of students participated in NSS events:

University level: 350 State level: 30 National level: 02 International level: -

3.22 No. of students participated in NCC events: Not Applicable

3.23 No. of Awards won in NSS:

University level: 10 State level: 04 National level: 02 International level: -

3.24 No. of Awards won in NCC: Not Applicable

3.25 No. of Extension activities organized:

University forum: 125 College forum: - NCC: - NSS: 10 Any other: 200

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

1. Department of Education has started a service learning program - in this programme B.Ed. students are taking classes of special/ backward/ poor students. The department also provides stationary material to them with the help of the University.
2. Students of Department of Education, who go for teaching in nearby schools, conduct social awareness programs in various ways, such as Deep Yagya, cultural programs and poster presentation.
3. Spreading awareness regarding green computing
4. Cyber security awareness program
5. Celebrating Tourism Day - Tourism Promotion & Mass Awareness Programs
6. NSS Special Camp
7. Environmental Awareness & Tree Plantation Programs - workshop on “Revitalization of river Ganga by Phytoremediation” to teach the various techniques for water analysis
8. Regular participation in the “Clean Ganga Mission” of All World Gayatri Pariwar
9. Yoga and Health Awareness Camps for various Government organizations, educational institutions, etc. – Camps on various Complementary and Traditional therapies, which are an integral part of the curriculum at the University
10. Department of Yoga and Health conducted various programs on International Day of Yoga (21st June) in different places all over India – approximately 1 Lac people benefited
11. Rural Development Programs – health awareness camps, rural entrepreneurship through Gaushala Management, etc., awareness camps against superstitions and social malpractices
12. Social internship is an compulsory part of all the programs run at the University, in which the students go to different places of the country to conduct social, spiritual and health awareness programs – more than 200 programs were conducted

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

| Facilities | Existing | Newly created | Source of Fund | Total |
|--|-------------|---------------|--------------------------|-------------|
| Campus area | 75.38 acres | - | - | 75.38 acres |
| Class rooms | 50 | - | - | 50 |
| Laboratories | 16 | 01 | Vedmata Gayatri Trust | 17 |
| Seminar Halls | 05 | - | - | 05 |
| No. of important equipment purchased (\geq 1-0 lakh) during the current year. | - | - | - | - |
| Value of the equipment purchased during the year (Rs. in Lakhs) | - | - | - | - |
| Others | - | - | - | - |

4.2 Computerization of administration and library

The administrative offices and library are fully computerized. The books are issued in the central library through the bar-code scanning mechanism. The catalog of books available in the library, along with their details, is available to view in the Gurukul intranet portal of the University, for the students and staff members.

4.3 Library services:

| | Existing | | Newly added | | Total | |
|------------------|----------|-------|-------------|------------|-------|--------|
| | No. | Value | No. | Value | No. | Value |
| Text Books | 31798 | - | 4102 | 2.73 lakhs | 35900 | - |
| Reference Books | 509 | - | 91 | 36000 | 600 | - |
| e-Books | - | - | - | - | - | - |
| Journals | 36 | 50000 | 42 | 80000 | 78 | 130000 |
| e-Journals | 1000 | - | 300 | - | 1300 | 290000 |
| Digital Database | - | - | - | - | - | - |
| CD & Video | - | - | - | - | - | - |
| Others (specify) | - | - | - | - | - | - |

4.4 Technology upgradation (overall)

| | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Depart-ments | Others |
|----------|-----------------|---------------|----------|------------------|------------------|--------|--------------|--------|
| Existing | 440 | 7 | 1 GBPS | 1 | 1 | 18 | 10 | - |
| Added | 7 | 0 | - | - | - | - | - | - |
| Total | 447 | 7 | 1 GBPS | 1 | 1 | 18 | 10 | - |

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

1. The students and faculty have ample opportunity to master modern technology through workshops offered by the Computer Science department, and the Training and Placement Cell.
2. Students also have the opportunity to participate in the Green Computing workshop, which is regularly conducted by Computer Science department.
3. Various WIFI hotspots have been generated for the faculty members for ease of access and information exchange.
4. Special training programs on open source software have been conducted by the Training and Placement Cell.
5. Regular attendance feeding of the students is done by the faculty members in the ERP software. The students can view their attendance on the Gurukul Intranet Portal.
6. The attendance of the staff members is governed by Bio-metric machines.
7. Exclusive Email addresses of all the permanent staff members with the domain of @dsvv.ac.in have been generated and regular information is being floated on them. All the notices related to various programs, events, holidays etc. are floated by the centralized email.
8. For the circulation of information, important notices are also floated on the "Notice Board" of the Gurukul Intranet Portal for viewing by students and staff members.
9. Cyberoam and Gurukul Intranet Portal also serves as an internal social networking portal.
10. Preparation of website with diversified user friendly features and detailed information is in process.

4.6 Amount spent on maintenance in lakhs (Rs.):

| | |
|--|--------------|
| 1. ICT: | 22.43 |
| 2. Campus Infrastructure and Facilities: | 36.18 |
| 3. Equipment: | 21.21 |
| 4. Others: | <u>14.77</u> |
| Total : | 94.60 |

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

| Plan of Action | Outcome |
|--|--|
| Review of student welfare activities – role of counsellors in providing guidance to students on various issues including academic, social and psychological – skill enhancement trainings available for students | Reviewed - students are getting effective counseling - skill enhancement trainings are benefiting them |
| Review of the Pt. Shriram Sharma Acharya Scholarship given by the University | Reviewed - several academically promising students with economically weak background are benefited |
| Review of efforts to contact the Alumni and utilize their expertise in quality enhancement through talks, guidance sessions, etc. | Analyzed – students are getting effective guidance from the alumni in academics and career perspectives |
| Review of student Orientation at the time of new admissions | Reviewed - just before the start of classes for the new students, detailed information is given to them in an Orientation program regarding various student support services |

5.2 Efforts made by the institution for tracking the progression

Quizzes, seminars, internal tests, presentations, assessment of assignments, etc. is done on a regular basis to track the progression.

5.3 (a) Total Number of students

| UG | PG | Ph.D. | Others |
|-----|-----|-------|--------|
| 563 | 307 | 158 | 117 |

(b) No. of students outside the state: 843

(c) No. of international students: 10

| | |
|---------|-------|
| % Men | 40.5% |
| % Women | 59.5% |

| Last Year (excluding Ph.D.) | | | | | | This Year (excluding Ph.D.) | | | | | |
|-----------------------------|----|----|-----|-----------------------|-------|-----------------------------|----|----|-----|-----------------------|-------|
| General | SC | ST | OBC | Physically Challenged | Total | General | SC | ST | OBC | Physically Challenged | Total |
| 564 | 32 | 9 | 410 | 1 | 1016 | 575 | 31 | 9 | 371 | 1 | 987 |

Demand ratio: 3.3:1

Dropout %: 5.8%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Guidance for competitive examinations - NET, UPSC, JAM, etc. by University faculty members

No. of students beneficiaries: 65

5.5 No. of students qualified in these examinations:

NET: 04 SET/ SLET: 01 GATE: - CAT: -
IAS/IPS etc.: - State PSC: - UPSC: - Others: 05

5.6 Details of student counselling and career guidance

1. There is a compulsory course on Life Management for all the students that consists of curriculum for Imparting soft skills, adjustment skills and various other skills related to academic performance. This curriculum helps the students to be effective and efficient in managing their personal, professional and social life.
2. Regular programs wherein experts from various fields are invited to impart their knowledge to the students of the University. Regular visits by Alumni, who share their experiences and expertise with the students.
3. Career support and guidance is available for the Students from the respective departments as well as the Training and Placement Cell of the University.

No. of students benefitted: Almost all the students.

5.7 Details of campus placement

| On Campus | | | Off Campus |
|-----------------------------|------------------------------|---------------------------|---------------------------|
| No. of organization visited | No. of students participated | Number of students placed | Number of students placed |
| 10 | 70 | 21 | 13 |

5.8 Details of gender sensitization programmes

- Various cultural programs and workshops on the themes of Women Empowerment and Gender equality are conducted regularly in the campus.
- Mandatory Life Management classes serve as efficient forums for creating awareness about gender issues.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level: 53 National level: 02 International level: 12

No. of students participated in cultural events

State/ University level: 94 National level: 02 International level: -

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level: 17 National level: 07 International level: 11

Cultural: State/ University level: 14

National level: -

International level: -

5.10 Scholarships and Financial Support

| | Number of students | Amount (Rs.) |
|--|--------------------|--------------|
| Financial support from institution | 74 | 12,41,000 |
| Financial support from government | - | - |
| Financial support from other sources | - | - |
| Number of students who received International/ National recognitions | 18 | - |

5.11 Student organised / initiatives

Fairs: State/ University level: 03

National level: -

International level: -

Exhibition: State/ University level: 01

National level: -

International level: -

5.12 No. of social initiatives undertaken by the students: 200

5.13 Major grievances of students (if any) redressed:

- Students had concerns about the availability of guidance for preparing for competitive examinations - this concern was resolved by organizing such guidance through the faculty members of the University.
- Students wanted more training on employability, soft skills and professional excellence - special weekly programs were conducted wherein faculty from outside and within the campus were invited to provide guidance on such topics.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

The **vision** of the *Dev Sanskriti Vishwavidyalaya* is to -:

“unite contemporary education with spiritual training to cultivate well-rounded, competent and personally uplifted graduates, who possess a scientifically grounded understanding and experience of spiritual transformation and a powerful drive to use their gifts to promote the greater good of society.”

The **mission** of the University is as under:

1. Confluence of traditional education with science and spirituality
2. Creation of devoted, righteous and learned students
3. Infusion of scientific spirituality into life style
4. Creation of citizens well-endowed with nationalistic ideals
5. Guiding future leaders by developing human values and oneness towards all.
6. Conducting conventional research in non-conventional disciplines.

6.2 Does the Institution has a management Information System: Yes

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

- Employability enhancement skills are included in the curriculum focusing on the employability of the course; trend analysis of the possible projections in the job sector is done under the guidance of established alumni, potential recruiters and external experts in their respective professional fields.
- Formation of Department-wise curriculum development committees for upgrading the course syllabi - one of the recent initiatives was the updating of the syllabi to the Choice Based Credit System (CBCS).
- Feedback on course curricula is regularly taken and improvements are incorporated in due course.

6.3.2 Teaching and Learning

- Focus on contemporary issues and case study methods. Student-centric learning environment through group discussions, question-answer sessions, audio/visuals, quizzes and project/scientific paper presentations.
- Organization of E-learning classes, spoken tutorials, online guest lectures, video lectures, etc. Workshops for learning modern technology are conducted regularly by the Computer Science department and the Training and Placement Cell.
- Participation of students in inter-university educational workshops, tours, festivals, role plays, skits, etc.
- Organization of Professional Internships by various departments.

- During compulsory Social Internship, students go to various places all over India to share their knowledge with the local community. They gain practical experience as well as knowledge about grassroots issues.
- Honorable Chancellor of the University, Dr. Pranav Pandya conducts regular sessions on Bhagavad Gita and Meditation - these sessions provide guidance to the students and staff members about how to incorporate the teachings of Bhagavad Gita in their lives for the effectiveness and efficiency in their personal and professional life.
- Faculty to Student ratio is 8:1 in the campus. Majority of the faculty members also reside within the campus.
- University organizes national and international conferences and workshops wherein students gain knowledge in the desired field from leading experts
- Sports facilities, National Service Scheme (NSS) camps, Rovers and Rangers program, adventure camps are available for the students. Extra-Curricular skills such as vocational skills, ancient Indian therapies, handicraft, sketching, etc. are available for the students to learn.
- To enhance creativity and promote all-round development, students are encouraged to participate in various spiritual practices like early morning mantra chanting, prayer, meditation and yagya, which are conducted on a regular basis in the campus.
- University regularly conducts formal and informal feedback sessions from students.
- Faculty members are encouraged to attend national and international conferences and seminars to gain an understanding of the current trend in their field and incorporate the same in their teaching/ research.
- Interactions and MoUs with various international universities have proven to be valuable in enhancing teaching and research skills on-campus.

6.3.3 Examination and Evaluation

- Implementation of Continuous Internal Evaluation (CIE) pattern – surprise quizzes, seminars, regular assessment through assignments, monthly internal test
- University is shifting over to the Choice Based Credit System (CBCS) - syllabi had been prepared and included in the prospectus

6.3.4 Research and Development

- e-Journal subscriptions
- Hard and soft copies of submitted Ph.D.s for reference
- The Research and Publication Cell of the University documents, compiles and publishes research output - results are presented/published in national and international conferences and journals.

- The University publishes a biannual research journal - Dev Sanskriti Interdisciplinary International Journal (DSIIJ - ISSN 2279-0578), which publishes original work of all subjects dedicated to indigenous knowledge.
- To broaden the research skills at the University, effective collaborations are pursued with various national and international Universities.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Latest books, journal subscriptions, technical magazines, competitive books and magazines, enrichment of departmental libraries, collection of audio/video educational CD/DVD
- Significant increase in the number of ICT enabled classes
- Collection of projects and dissertations for reference
- Two new physical structures were under construction - 1. a research building, i.e. Centre for Baltic Culture and Studies (also supposed to be the Shriram Sharma Shodh Sansthan) 2. a new administrative building

6.3.6 Human Resource Management

- Regular faculty development programs are conducted for quality enhancement in the areas of teaching and research
- Computer training programs and skill enhancement workshops are conducted for faculty and staff by the Training and Placement Cell

6.3.7 Faculty and Staff recruitment

- A unique concept of *Samaydaan* (Time Donation) is practiced, which entails a simple concept of providing one's skills and time to the society. The conscientious individuals, who have faith towards the altruistic principles and are committed for a higher cause, decide to donate their life to the University. They are duly offered the accommodation and food facilities, along with other basic requirements like free electricity, free water, free kitchen facilities, free cell phone, subsidized general store and vegetables and over that some basic remuneration to meet the monthly expenses called *Jeevan Sahyog Rashi*. The idea behind that is to have a simple life with higher thinking.

6.3.8 Industry Interaction / Collaboration

- Alumni of the University are well placed in the industry; various departments organize talks and guidance sessions of their Alumni on a regular basis. These sessions are extremely helpful for the students with regards to their professional development.
- Various departments of the University organize Professional Internships, industry visits and field studies for students to gain practical learning experience.
- Departments have contacts with industry experts who are invited on a regular basis to give talks and share their expertise.

6.3.9 Admission of Students

- Admission Cell adheres to a stringent entrance process with various user friendly options like making admit card available online and sending sms alerts.
- The admission data was analyzed and feedback was provided to the promotion team, which led to an increase in the number of applicants.
- The admission process for the international students were further improved by offering enhanced response to the candidates through skype, email, etc.

6.4 Welfare schemes for:

- Teaching: Picnic, get together and group dining programs. Cultural programs on various festivals like Dussehera, Holi, etc. Medical services - both modern medicine, as well as complementary and traditional therapies, 24 hour ambulance facility, free medical check-ups in selected hospitals. On-campus schooling facility for the wards of staff members.
- Non-teaching: Picnic, get together and group dining programs. Cultural programs on various festivals like Dussehera, Holi, etc. Medical services - both modern medicine, as well as complementary and traditional therapies, 24 hour ambulance facility, free medical check-ups in selected hospitals. On-campus schooling facility for the wards of staff members.
- Students: Scholarships, shopping trips, sports facilities, canteen. Earn-while-learn facility through Srijna. Medical services - both modern medicine, as well as complementary and traditional therapies, 24 hour ambulance facility, free medical check-ups in selected hospitals.

6.5 Total corpus fund generated: NA

6.6 Whether annual financial audit has been done: Yes

6.7 Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|---------------|----------|-----------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | Yes | ISO 9001:2008 | No | |
| Administrative | Yes | ISO 9001:2008 | No | |

6.8 Does the University/ Autonomous College declares results within 30 days? No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

- CIE implemented and CBCS in preparation phase
- Continuous automation in various processes of the Examination Cell resulting in increased efficiency, as well as reduction in processing time for the results

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges? Not Applicable

6.11 Activities and support from the Alumni Association

- At DSVV, visit of alumni is a regular feature, and whenever they visit, they impart their industrial and field knowledge to the existing pool of students. Their motivational and insightful talks inspire students and give them direction to shape their respective career.
- Several Alumni have contacted their Departments, seeking permission to visit as employers for the current students

6.12 Activities and support from the Parent – Teacher Association

- The University collects regular feedback from parents and guardians of the students. The Student Welfare Cell has also taken sincere initiatives in connecting with the parents and discussing with them the progress of their wards.

6.13 Development programmes for support staff

- Spiritual environment provides ample opportunities for the all-round development of staff members - Yagya, Prayer, Meditation is available every morning on-campus.
- Basic computer training and various skill enhancement workshops are available for the staff through the Training and Placement Cell.

6.14 Initiatives taken by the institution to make the campus eco-friendly

- The University has lush green campus with a large number of trees and several gardens.
- Dhanvantari Vanaushadhi Vatika is a garden of a large number of medicinal herbs, several of these being rare medicinal plants.
- Rural Management department practices organic farming and medicinal plant cultivation.
- Energy is conserved through the well laid out plans of the building infrastructure, which allows for natural light and ventilation.
- Rural Management department has a cowshed, which uses biogas for its daily energy needs
- Solar heaters are used in the dining area for heating water.
- The campus takes dedicated measures to minimize the carbon footprint by Reducing, Reusing, and Recycling its consumption. For example, Paper is recycled to make handmade paper, which is further converted to folders, envelopes, files, photo-frames, etc. for local use.
- The waste and garbage is collected, sorted and recycled - the bio-degradable waste is used to create vermi-compost as fertilizer for plants.
- Yagya is conducted in the University every morning - this is an effective method of purifying the environment.
- Regular tree-plantation drives are conducted by the students and staff members. Large scale cleaning drives are also conducted on a periodic basis.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- The Centre for Theology have adopted several villages wherein the students and the staff members conduct weekly programs on health management, de-addiction, promotion of education, entrepreneurship and financial sustainability.
- A unique student initiative called ‘Srijna’ offers support and encouragement to the students from underprivileged background. Students create products such as candies, laddoos, rakhi (wrist bands), greeting cards, rugs, pickles, jute bags, handicraft, etc.
- Students are also motivated to represent their creative writing skills through the University news bulletin – Sanskriti Sanchar.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Please see Annexure IV for Action Taken Report (ATR)

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

Two of the major best practice measures running at the University are:

- The concept of Samaydaan (Time Donation) and Anshadaan (Financial Resources Donation)
- The Social Internship Program

**Provide the details in annexure (annexure need to be numbered as i, ii,iii) – Please see Annexure III*

7.4 Contribution to environmental awareness / protection

- The University has lush green campus with a large number of trees and several gardens.
- Dhanvantari Vanaushadhi Vatika is a garden of a large number of medicinal herbs, several of these being rare medicinal plants.
- Rural Management department practices organic farming and medicinal plant cultivation.
- Energy is conserved through the well laid out plans of the building infrastructure, which allows for natural light and ventilation.
- Rural Management department has a cowshed, which uses biogas for its daily energy needs
- Solar heaters are used in the dining area for heating water.

- The campus takes dedicated measures to minimize the carbon footprint by Reducing, Reusing, and Recycling its consumption. For example, Paper is recycled to make handmade paper, which is further converted to folders, envelopes, files, photo-frames, etc. for local use.
- The waste and garbage is collected, sorted and recycled - the bio-degradable waste is used to create vermi-compost as fertilizer for plants.
- Yagya is conducted in the University every morning - this is an effective method of purifying the environment.
- Regular tree-plantation drives are conducted by the students and staff members. Large scale cleaning drives are also conducted on a periodic basis.
- Many outreach and awareness programs are conducted by the students and staff members on the protection and conservation of environment.

7.5 Whether environmental audit was conducted? Yes

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

Strengths:

1. A unique centre of higher education, learning and research set in the Himalayan surroundings. The lush green campus of the University is infused with spiritual ambience to accomplish the institutional vision of confluence of vedic wisdom and contemporary knowledge.
2. The educational ethos of the University is based on the teachings of Pt. Shriram Sharma Acharya ji (1911-1990), who was a ground breaking scholar, revolutionary seer and a great visionary. He had a vision to create an educational institution that could mould its students into noble and enlightened human beings, and that vision serves as the motto statement of this University and inspiration for other educational institutions.
3. The University follows an exceptional set of curriculum that includes commencement of some pioneering disciplines, such as Life Management, Scientific Spirituality etc. to allow comprehensive development of students.
4. The University has adopted some innovative practices in the form of Samaydaan (donation of time and talent by learned individuals) and Anshdaan (donation of resources by socially conscientious individuals). The students of the University undertake mandatory social internship for the betterment of the society.
5. The teaching-learning process is enhanced and enriched by implementation of some novel practices such as weekly classes by Honourable Chancellor, spiritual study circles, youth initiative DIYA, honesty counter etc.

Weaknesses:

1. The University has an excellent student teacher ratio; however, most of the teaching faculty are young and hence absence of highly experienced academicians is visibly felt.
2. The University is committed to undertake research in the areas of traditional Indian knowledge and indigenous studies, and hence acquiring consultancy projects in the desired disciplines continue to remain a challenge.

3. The University does not take any grants from any government body and is fully funded by the Vedmata Gayatri Trust, a charitable trust run by contributions from the masses; the budgetary provisions are limited and are largely utilized for altruistic intentions. This makes it difficult to provide ample amount of funds for swift implementation of institutional needs.

Opportunities:

1. To develop an educational model based on the concept of amalgamation of vedic wisdom and traditional knowledge that could be implemented across the educational fraternity.
2. To provide socially conscientious individuals in the form of noble citizens to the nation by instilling right principles and values in the students.
3. To undertake non-conventional research in the conventional areas that could provide global scientific recognition to the ancient wisdom of India.
4. To establish centres of excellence in the areas of expertise of the University such as Yogic Science and Human Consciousness, Scientific Spirituality, Veda and Sanskrit, Indigenous Psychology etc.
5. The extensive network of the parent organization with approximately 100 million members and 4000 centres, can serve as a wide platform for the implementation of institutional objectives.

Challenges:

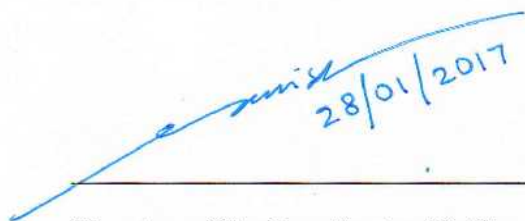
1. Increasing number of educational institutions and in such a mushrooming environment, it is a challenge to maintain the value based quality education that this University is committed to provide.
2. To improve educational quality in rural areas of the state considering the difficult transport and accommodation facilities.
3. To continue attracting students from diversified background.
4. The core knowledge domain of the University lies in the conventional Indian knowledge system, which is not as technologically advanced as other emerging disciplines, and hence it remains a challenge to keep the faculty abreast with the global expectations.

8. Plans of institution for next year

The institution plans to introduce various new courses during the next year. They are:

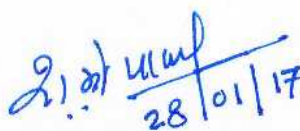
1. M. A. In Vocal Music
2. Part time courses like
 - a. Diploma in Counseling & Psychotherapies in the Indian Context
 - b. Diploma in Computer Application
3. Introducing the Centre for Baltic Culture and Studies
4. Introduction of Choice Based Credit System (CBCS) in all the PG, Diploma and Certificate programs, as well as three specialized UG programs

Name : Dr. Saurabh Mishra



Signature of the Coordinator, IQAC

Name : Mr. Sharad Pardhy



Signature of the Chairperson, IQAC

Abbreviations:

| | | |
|------|---|--|
| CAS | - | Career Advanced Scheme |
| CAT | - | Common Admission Test |
| CBCS | - | Choice Based Credit System |
| CE | - | Centre for Excellence |
| COP | - | Career Oriented Programme |
| CPE | - | College with Potential for Excellence |
| DPE | - | Department with Potential for Excellence |
| GATE | - | Graduate Aptitude Test |
| NET | - | National Eligibility Test |
| PEI | - | Physical Education Institution |
| SAP | - | Special Assistance Programme |
| SF | - | Self Financing |
| SLET | - | State Level Eligibility Test |
| TEI | - | Teacher Education Institution |
| UPE | - | University with Potential Excellence |
| UPSC | - | Union Public Service Commission |

Feedback from Alumni

- Feedbacks from several Alumni have been collected through various mediums like Facebook page, website, email, personal meetings and telephonic conversations.
- The feedbacks were very positive, wherein several Alumni have commented on the quality of life at DSVV, conveying that the academic atmosphere they got was very conducive and supportive in their professional career.
- Alumni appreciate the quality of education rendered at DSVV, and hence, several Alumni have contacted their Departments, seeking permission to visit as employers for the current students

Feedback from Students

- Specific formats for acquiring feedbacks from the students have been designed by the IQAC and distributed to the students of respective departments.
- In the feedback, the students have appreciated the campus life at DSVV. Students have mentioned that there is absence of any kind of harassment or ragging. Several students have resolved their issues of aggression and emotional imbalances through the serene atmosphere in the campus.
- The students also like the special courses of Life Management and Scientific Spirituality, as these help them in molding their life-style into an ideal routine that is being followed at the University.

Feedbacks from other stakeholders

- **Parents:** The parents have felt that their children are very well looked after. The parents have shared that they are overwhelmed by the value system that the institution has inculcated in their wards. There are several examples wherein kins from the same family have applied to the University, which shows that the parents are satisfied.
- **Employers:** The employers have found the students to be well managed, hard working and good team workers.
- **Society:** The University has the best practice in the form of social internship. Students have to go for a mandatory social internship in different parts of the country and hence the University receives a lot of feedback from the society regarding the performance of the students. The society at large has highly appreciated the students and their mentors. Even the government has appreciated and acknowledged the performance of the students of DSVV; this is evident from the nomination of one of the students as the brand ambassador of Yoga by the State Government of Uttarakhand.

Best Practices of the Institution

Title of the Practice – 1

Samaydaan and Anshdaan

Objectives of the Practice

To create a benchmark in the society on how an academic institution can run without any financial grant and bring people's participation in the noble cause of disseminating knowledge.

The Context

The ancient education system of India believed in the tradition, where education was imparted to the students without any financial motives and with an aim of passing on the altruistic values in them. In the current setting, it becomes a challenge, particularly in the context of financial and human resource management.

Believing in the philosophy of providing education to all without taking any additional grant, the University decides to build it with the part contributions from the Society and hence, it is aptly referred by the people as 'People's University'. This happens by a unique initiative called the '**Anshdaan**', i.e. **Ansh (part) daan (donation)**, taken by the Founder-Patron of the University, **Pt. Shriram Sharma Acharya Ji**, and this ensures the financial management of the University. The second practice is aimed at providing free skills back to the society by another unique initiative called '**Samaydaan**', i.e. **Samay (time) daan (donation)**.

The Practice

The practice of Samaydaan entails a simple concept of providing one's skills and time to the society. The conscientious individuals, who have faith towards the altruistic principles and are committed for a higher cause, decide to donate their life to the University. They are duly offered the accommodation and food facilities, along with other basic requirements like free electricity, free water, free kitchen facilities, free cell phone, subsidized general store and vegetables and over that some basic remuneration to meet the monthly expenses called *Jeevan Sahyog Rashi*. The idea behind that is to have a simple life with higher thinking.

Proper care is taken on meeting both the criteria before accepting Samaydaan of any volunteer. Those who are dedicated but couldn't join the organization as a full time member render their contribution in financial terms. In this way a self sustaining model has been built, which is growing strongly on the contribution of time and money.

The practice of Anshdaan entails another simple concept of all the members of parent organisation donating minimal amount of money a day to provide necessary financial support to the University. Many people pay about 10 paise a day, making it 3 rupees a month, which is negligible amount of money, but when it is contributed by more than 5,00,000 volunteers of the organisation, it becomes a reasonable sum to offer all the necessary support to the University and its extension activities.

This practice of Samaydaan and Anshdaan creates a meticulously designed structure of human and financial resource, respectively. The human resource management system thus allows us to offer subsidized education to the students by charging them a meagre amount for their hostel and mess, and offering them education at virtually no cost.

Evidence of Success

It is evident that the model is not only firmly established but is also growing leaps and bounds. There have been new courses, new departments, new collaborations, and interdisciplinary interventions, ensuring the growth of the University in spite of not taking any additional grant. The applicant numbers are on a rise and number of course programmes has increased. More than 24 collaborations have been signed and the national and international level events have also risen over the last few years.

It is important to observe that the interest expressed by the skilled students to serve their alma mater upon finishing their studies has significantly gone up. Those who clear the criteria of dedication and skill have become a part of the staff now, which is evident by the high percentage of the faculty members, who are from the same University.

Problems Encountered and Resources Required

One of the prime challenges in executing this model is putting the stringent tools and processes in place to accept the interest of someone joining the University. There are some who have dedication but lack in skills, while others who seem to be competent, lack in the dedication. Meeting and ensuring the right combination at times poses some challenge. Another challenge is to ensure that the dedication level of the member remains upbeat all the time and s/he continues to serve for longer periods.

Notes

None.

Title of the Practice - 2

Social Internship Program

Objectives of the Practice

Social internship program has been designed to make the students realize that they owe back to the society for the education that they have received. As is clear from the previous best practice, Dev Sanskriti Vishwavidyalaya is a People's University and we are expected to revert to their generosity. This program has been devised to teach students to be more responsible and make them realize their duty towards the society and nation as a whole.

The Context

Service to the mankind is the service to God and to refine ourselves, we need to serve the society. With this objective in mind, the students of the University serve people; they organize camps, conduct awareness drives, perform ceremonies, give personality refinement talks and workshops, and serve the larger purpose of disseminating the core essence of Indian culture to the outside world.

This is a two-way learning process, where knowledge is not imparted from one end to another, rather learning happens with mutual discussion and experiential sharing. This therefore is a process of mutual transformation and collective elevation of students and the counterparts. Some students are also offered with professional internships and there are some who contribute to the developmental affairs of the University.

The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

The practice is unique in so many ways especially for its teachings of sow and reap and paying back to the society. This exclusive **Internship program** for the students allows them to perform social service by being with socially disadvantaged individuals. Opportunities for active engagement in social service are facilitated by the outreach work of University's parent organization, the All World Gayatri Pariwar and this exceptional experience of social work allows them to learn about human values and oneness for all.

It also helps the students of the University to unleash their hidden potential and transform their personalities. They learn to work together as a team, using individual skills for collective good, and get to experience the richness of Indian culture while visiting various geographical areas.

At times, they also encounter challenging situations. It is appropriate to mention here that a team of 16 University students were at Kedarnath shrine when the natural disastrous calamity struck in the year 2013. The students were shocked to witness devastation and death from such proximity. But, instead of getting panicky, they continued to help people in whatever capacity they could. Such life changing experiences do transform those, who are open to such learning.

Limitations – Since social internship involves arduous process, it may sometimes get tougher for some of the students. With increasing number of students and locations to serve, it is always a challenge to provide right locations to right batch of students; however, with the full flexibility in the module and the great determination of the students for social cause, this issue resolves without much difficulty.

Evidence of Success

So far over 15,000 students of the University have benefitted the society by providing social service. Numerous free medical camps, awareness drives, counselling booths, health sessions, yoga trainings, police training camps, etc. have been organized during the internship.

Problems Encountered and Resources Required

There is no specific problem faced due to the erudite support from the administrative team and the counterparts helping in conducting the internship program; though there are some limitations, which have been indicated above under the heading 'Limitations'.

Notes

None

Action Taken Report (ATR)

| Plan of Action | Outcome |
|--|--|
| Quality Aspects | |
| Development of Quality benchmarks | Quality Assurance Policy was drafted and Departmental IQAC contact persons were appointed for its effective implementation. |
| Curricular Aspects | |
| Collection of Feedback from employers, faculty members, alumni, students, subject experts to assist in curriculum development | Assisted the curriculum development committee in developing the curriculum for new courses, and to make necessary amendments in the existing courses |
| Ensuring that the guidelines of regulatory bodies are met while developing the curriculum | Reviewed and discussed with Curriculum Development Committees |
| Assisting in developing the flexibility of the Generic Electives (GEs) in Choice Based Credit System (CBCS) | Completed |
| Assisting in developing the plan for International Cell to attract more international students and for monitoring the existing MoUs | Further streamlining of the admission process for international students |
| Teaching, Learning and Evaluation | |
| Assisting the admission cell to qualitatively review the admission process and diversity of students | Findings of the review were shared with the promotions team |
| Assisting in the development of academic calendar and examination calendar | Several new features were incorporated in the academic calendar |
| Conducting seminars and workshops on diverse themes on quality related issues | Several institutional level seminars and workshops were conducted |
| Student Support and Progression | |
| Review of student welfare activities – role of counsellors in providing guidance to students on various issues including academic, social and psychological – skill enhancement trainings available for students | Reviewed - students are getting effective counseling - skill enhancement trainings are benefiting them |
| Review of the Pt. Shriram Sharma Acharya Scholarship given by the University | Reviewed - several academically promising students with economically weak background are benefited |
| Review of efforts to contact the Alumni and utilize their expertise in quality enhancement through talks, guidance sessions, etc. | Analyzed – students are getting effective guidance from the alumni in academics and career perspectives |
| Faculty Development | |
| Tracking the progress of faculty by conducting survey on a regular basis – creating a form for collecting inputs from the faculty | Form created, filled and analyzed – recommendations shared with the Management |
| Collecting student feedback about faculty members – creating a form and collecting department-wise feedback | Form created, filled and analyzed – suggestions made for improvement of faculty performance |
| Research and Extension | |
| Assessing the research environment in the University – motivating and assisting the faculty in writing more | 16 research projects were submitted to DST, AYUSH, etc. 14 research pre- |

| | |
|--|--|
| research projects, articles, etc. | proposals were submitted to DHR. 1 project was sanctioned from USERC. |
| Assist in reviewing the guidelines of the University's Research Ethics Committee (REC) | REC was reconstituted and its guidelines were updated |
| Review the impact of Social Internship (Extension activity), which is mandatory for each student – take student feedback | Analysis showed that social internship significantly boosts the confidence of the students and acquaints them with the grassroots issues |

Academic Calendar – 2015-2016



Dev Sanskriti Vishwavidyalaya,
Gayatrikunj, Shantikunj, Haridwar, India- 249411
www.dsvv.ac.in

Academic Calendar 2015-16

Please go through the Academic calendar for the year 2015-16

The University reserves the rights to make the necessary ammendments, if felt deeply required

| Box color | Represents- |
|-----------|----------------------------------|
| | Teaching Days |
| | Sunday/ Holidays |
| | Commencement & Ending of Classes |
| | Examination Days |
| | Exam Preparation Leave |

| July, 2015 | | | | | | |
|-------------------------------------|--|---|-----|--|--|---|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 Entrance Exam (UG/PG/Dip) | 10 B.Ed Entrance | 11 |
| 12 Declaration of B.Ed Result | 13 Interview of B.Ed Candidates | 14 | 15 | 16 Announcement of Selected B.Ed Candidates | 16-17-18 Interview of Non B.Ed candidates | |
| 19 | 20 Announcement of Selected candidates for non-B.Ed candidates | 21 Medical examination | 22 | 23 COMMENCEMENT OF CLASSES FOR ONGOING BATCH | 24-25 Admission of waitlisted candidates | |
| 26 Gyan Deeksha | 27 Inauguration of Judo Academy and State Judo Championship | 28-29-30-31 Induction and Orientation of New students/ Regular classes of the ongoing batch of students | | | | Re-registration and Commencement of ongoing batch |

| August, 2015 | | | | | | |
|--------------|--|-----|-----|---|-----|---|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | | | 1 COMMENCEMENT OF CLASSES FOR NEW STUDENTS |
| 2 | 3 | 4 | 5 | 6 Chancellor Sir's Special Class on Geeta & Dhyan | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 Chancellor Sir's Special Class on Geeta & Dhyan | 14 | 15 Independence Day |
| 16 | 17-18-19-20 Visit of Peer Review Team- NAAC | | | | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 Chancellor Sir's Special Class on Geeta & Dhyan | 28 | 29 Raksha Bandhan |
| 30 | 31 | | | | | DEPT OF EDUCATION 26th-27th Workshop on Research Methodology |
| | | | | | | DEPT OF PSYCHOLOGY Last Week Workshop |

| September, 2015 | | | | | | | | |
|-----------------|-------------------|-----|---|---|----------------|---|--|---|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | | |
| | | 1 | 2 Chancellor Sir's Special Class on Geeta & Dhyan | 3 | 4 | 5 Teacher's Day & Krishna Janmashtmi | CENTER FOR SANSKRIT LANGUAGE Workshop on Sanskrit | |
| 6 | 7 | 8 | 9 Chancellor Sir's Special Class on Geeta & Dhyan | 10 | 11 | 12 | CENTER FOR JMC 3 Day Workshop on TV Journalism | DEPT. OF CS- Technogyan |
| 13 | 14 Hindi Diwas | 15 | 16 Chancellor Sir's Special Class on Geeta & Dhyan | 17 Ganesh Chaturthi & Vishwakarma Jayanti | 18 | 19 | DEPT OF ENV SCIENCE 16th Sep- Celebration of Ocure Day | |
| 20 | 21 | 22 | 23 Chancellor Sir's Special Class on Geeta & Dhyan | 24 | 25 IdulJuna | 26 | CENTER FOR TOURISM 23rd-27th National Workshop on World Tourism Day | DEPT. OF CS- Centre for Maths- 3day workshop |
| 27 | 28 | 29 | 30 Chancellor Sir's Special Class on Geeta & Dhyan | | | | DEPT OF ENV SCIENCE 28th Sep- Green Consumer Day | DEPT OF PSYCHOLOG Y Last Week Workshop |

| October, 2015 | | | | | | | | |
|--|--|--|---|--|--|--|---|--|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | | |
| | | | | 1-2-3 International Festival on Yog, Culture & Spirituality | | | DEPT OF ENV SCIENCE 1st-7th World Wildlife Week | |
| | | 4-5-6 International Festival on Yog, Culture & Spirituality | | 7 | 8 Chancellor Sir's Special Class on Geeta & Dhyan | 9 | 10 | DEPT. OF COMP SC- 2 day workshop on Modular program |
| 11 | 12 | 13 Muharram Navratri begins | 14 Chancellor Sir's Special Class on Navratri | 15 Chancellor Sir's Special Class on Navratri | 16 Chancellor Sir's Special Class on Navratri | 17 Chancellor Sir's Special Class on Navratri | CENTER FOR JMC 3 Day Workshop on TV Journalism | |
| 18 Chancellor Sir's Special Class on Navratri | 19 Chancellor Sir's Special Class on Navratri | 20 Chancellor Sir's Special Class on Navratri | 21 Navmi Chancellor Sir's Special Class on Navratri | 22 Dussehra | 23 | 24 Moharram | | |
| 25 | 26 | 27 Maharshi Valmiki Jayanti | 28 | 29 Chancellor Sir's Special Class on Geeta & Dhyan | 30 Karwachauth | 31 | | |

| November, 2015 | | | | | | | |
|----------------|-----------------|--|----------------------------|---|-------------------|---------------------------------|--|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| 1 | 2 | 3 | 4 | 5 Chancellor Sir's Special Class on Geeta & Dhyan | 6 | 7 | CENTER FOR TOURISM 1st-2nd National Level Workshop |
| 8 | 9 Dhan Teras | 10 Chetana Diwas (Roop Chaturdashi) | 11 Diwali | 12 Gowardhan Pooja | 13 Bhaiya Dooj | 14 Children's Day | DEPT OF ENV SCIENCE 1 Day National Seminar |
| 15 | 16 | 17 | 18 | 19 Chancellor Sir's Special Class on Geeta & Dhyan | 20 | 21 | CENTER FOR INDIAN CULTURE 15th-16th National Level Workshop |
| 22 | 23 | 24 Guru Tegbahadur Shaheed diwas | 25 Gurunanak Jayanti | 26 Chancellor Sir's Special Class on Geeta & Dhyan | 27 | 28 END OF REGULAR CLASSES | CENTER FOR JMC Academic Tour |
| 29 | 30 | | | | | | |

| December, 2015 | | | | | | | |
|----------------|---|-----|-----|--|---------------------|-----|---|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| | | 1 | 2 | 3 | 4 | 5 | 29th November - 5th December Preparation Leave for Examination |
| 6 | 7 Commencement of Term end Semester Exam | 8 | 9 | 10 | 11 | 12 | 10th onwards Semester Exam |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 Geeta Jayanti | 22 | 23 | 24 | 25 Christmas Day | 26 | |
| 27 | 28 | 29 | 30 | 31 End of Term End Semester Exam | | | |

| January, 2016 | | | | | | | | |
|---------------|---|---------------------------------|-------------|-----|-----------------------|-----|------------------------------------|------------------------------|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | | |
| | | | | | 1 | 2 | Internship of Final Year Students | Faculty Vacation 1st-9th Jan |
| 3 | 4 | 5 Guru Govind Singh Jayanti | 6 | 7 | 8 | 9 | | |
| 10 | 11 | 12 Swami Vivekananda Jayanti | 13 Lohri | 14 | 15 Makar Sankranti | 16 | Re-registration during examination | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | |
| 24 | 25 Commencement of New Session for non Final year students | 26 Republic Day | 27 | 28 | 29 | 30 | | |
| 31 | | | | | | | | |

| February, 2016 | | | | | | | |
|----------------|--|-----|-----|---|---------------------|-----------------------|--|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| | 1 Commencement of New Session for Final year students | 2 | 3 | 4 Chancellor Sir's Special Class on Geeta & Dhyan | 5 | 6 | |
| 7 | 8 | 9 | 10 | 11 Chancellor Sir's Special Class on Geeta & Dhyan | 12 | 13 Vasant Panchami | |
| 14 | 15 | 16 | 17 | 18 Chancellor Sir's Special Class on Geeta & Dhyan | 19 | 20 | |
| 21 | 22 | 23 | 24 | 25 Chancellor Sir's Special Class on Geeta & Dhyan | 26 MahaShivratri | 27 | DEPT OF COMP SCIENCE Int Conf on Emerging trends in consciousness R&D |
| 28 | 29 | | | | | | DEPT OF ENV SCIENCE 28th National Science Day |

| March, 2016 | | | | | | | |
|-------------|-----|-----|--------------------|---|-----|-----|--|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| | | 1 | 2 | 3 Chancellor Sir's Special Class on Geeta & Dhyan | 4 | 5 | CENTER FOR SANSKRIT LANGUAGE Sanskrit Sambhashan Pratyogita |
| 6 | 7 | 8 | 9 | 10 Chancellor Sir's Special Class on Geeta & Dhyan | 11 | 12 | UTSAV- Annual Day Celebration |
| 13 | 14 | 15 | 16 | 17 Chancellor Sir's Special Class on Geeta & Dhyan | 18 | 19 | CENTER FOR INDIAN CULTURE 2Day International Seminar |
| 20 | 21 | 22 | 23 Holika Dehen | 24 Dulhendi | 25 | 26 | DEPT OF ENV SCIENCE 21st World Forestry Day |
| 27 | 28 | 29 | 30 | 31 Chancellor Sir's Special Class on Geeta & Dhyan | | | DEPT OF ENV SCIENCE 22nd World Water Day |

| April, 2016 | | | | | | | |
|-------------|-----|-----------------------|-----|---|----------------------|-----|--|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 Chancellor Sir's Special Class on Geeta & Dhyan | 8 Navratri begins | 9 | DEPT OF ENV SCIENCE 7th World Health Day |
| 10 | 11 | 12 | 13 | 14 Chancellor Sir's Special Class on Geeta & Dhyan | 15 Ram Navmi | 16 | |
| 17 | 18 | 19 Mahavir Jayanti | 20 | 21 Chancellor Sir's Special Class on Geeta & Dhyan | 22 | 23 | DEPT OF ENV SCIENCE 22nd World Earth Day |
| 24 | 25 | 26 | 27 | 28 Chancellor Sir's Special Class on Geeta & Dhyan | 29 | 30 | DEPT OF ENV SCIENCE One Day National Seminar |

| May, 2016 | | | | | | | |
|---------------------------|--|-----|-----|--|-----|--------------------------------|---|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| 1 | 2 | 3 | 4 | 5 Chancellor Sir's Special Class on Geeta & Dhyān | 6 | 7 End of Regular Classes | |
| 8 Parshuram Jayanti | 9 | 10 | 11 | 12 | 13 | 14 | 9-14 Preparation Leave for Examination |
| 15 | 16 Commencement of Term End Examination | 17 | 18 | 19 | 20 | 21 Buddha Purnima | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 23rd onwards- Semester Exam |
| 29 | 30 | 31 | | | | | |

| June, 2016 | | | | | | | |
|------------|-----|-----------------------|-----|-----|-----|-----|---|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| | | | 1 | 2 | 3 | 4 | Semester Exam Ends |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 Gayatri Jayanti | 15 | 16 | 17 | 18 | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 20th-25th Distance Education Exam |
| 26 | 27 | 28 | 29 | 30 | | | Faculty Vacation |