



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DEV SANSKRITI VISHWAVIDYALAYA

GAYATRIKUNJ, SHANTIKUNJ, HARIDWAR

249411

www.dsvv.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dev Sanskriti Vishwavidyalaya (DSVV), founded in 2002 in Haridwar, Uttarakhand, sits at the foothills of the Himalayas near the sacred Ganges. Inspired by Pandit Shriram Sharma Acharya Ji's teachings, the university provides free education to deserving students through societal contributions. Graduates are encouraged to give back to society through mandatory social internships. DSVV blends ancient wisdom with modern education, promoting personal and intellectual growth.

The 76.80-acre campus, fully Wi-Fi enabled, features herbal gardens, an Acupressure Park, and cutting-edge infrastructure. DSVV hosts the prestigious International Festival on Yog, Culture, and Spirituality annually. The university offers diverse programs through its schools, including Indology, Humanities and Social Sciences, Technology, Communication and Management, and Biological Sciences and Sustainability. Subjects span from Animation and Media, Journalism, Computer Science, Yog, Holistic Health, History, Music, Tourism, Environmental Science, to Psychology. The institution integrates Eastern and Western spiritual practices to foster character development in its students.

DSVV partners with over 90 international institutions in countries like the USA, UK, Italy, Germany, Latvia, Lithuania, Poland, Japan, and Korea. It is a member of the Association of Commonwealth Universities and the Association of Indian Universities, hosting students from 14 countries. DSVV is home to Asia's only Centre for Baltic Culture and Studies and the South Asian Institute of Peace and Reconciliation, both visited by India's President and Vice President.

Honored with the Erasmus-Mundus scholarship, the university has hosted numerous dignitaries, with two of its five convocations presided over by Indian Presidents, including Hon. Ram Nath Kovind. Powered by the All World Gayatri Pariwar, an international socio-spiritual organization, DSVV is supported by over 150 million members across 40 countries and operates more than 4,000 social reform centers globally.

Vision

The University, inspired by the teachings of Pt. Shriram Sharma Acharya, has structured its academic programs to ensure that the stated objectives are effectively achieved and applied with efficiency.

Dev Sanskriti Vishwavidyalaya's vision is to blend modern education with spiritual guidance, aiming to develop well-rounded, skilled, and spiritually uplifted graduates who have a strong scientific understanding of spiritual transformation and are motivated to contribute positively to society. **The motto statement of the University is hence aptly framed as 'A University for the Global Cultural & Spiritual Renaissance'.**

Mission

The University's mission is outlined as follows:

1. To blend traditional education with science and spirituality.

2. To nurture dedicated, virtuous, and knowledgeable students.
3. To integrate scientific spirituality into everyday life.
4. To develop citizens who embody strong nationalistic values.

To cultivate future leaders with a deep sense of human values and universal brotherhood.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Location & Campus

76.80-acre campus near the Ganga and Himalayas, offering a serene environment

State-of-the-art infrastructure, fostering pride among students, staff, and stakeholders

Philosophy & Funding

Operates as a "People's University or Modern Gurukul," without government or financial aid, relying on public contributions

Environment Friendly Residential Community

Compulsory residential setup with over 1,400 students and staff members living on campus, promoting round-the-clock learning. Whole campus has a zero carbon foot-print with ultra-modern facilities for solid waste management and generating renewable energy.

Curriculum & Education

Blends ancient Indian wisdom with modern knowledge, ensuring academic rigor and character development. Offers special course programmes such as Life Management, Scientific Spirituality and Yagya Research.

Offers well-ventilated classrooms, modern computer labs, and animation labs along with a 2000 capacity state of the art modern auditorium.

Student & Community Engagement:

60-90 day compulsory social internship, sending students across India for community service, including health camps and spiritual workshops. The internship is supported by unique initiatives such as 'Degree ho Pana to Panch Vriksh Lagana'.

Spiritual Foundation:

Spirituality is central, with teachings from the institution's spiritual leader, incorporating traditional practices like "Gyan Deeksha" for initiating the student-teacher relationship.

Consultancy & Extension Services:

Provides training and consultancy to various sectors, including police services, corporate entities, and educational institutions. Exceptional researches in niche areas such as Yagya research, AI and Intercultural communication.

International Collaborations:

Partnerships with more than 70 International institutions from countries like the USA, Germany, UK, Korea, China, and more, focusing on research in Vedic studies, alternative medicine, and scientific spirituality. University proudly hosts Asia's first and world's largest Center for Baltic Culture and Studies, South Asian Institute of Peace and Reconciliation and Vandaniya Mataji Intergenerational Center.

Achievements & Recognition:

Recipient of 'Bharat Gaurav Award', 'Templeton Prize', 'Vivekanand International Peace Relations Award', Only commissioner of Asia for AI and Faith Commission, Only signatory of historic Hiroshima appeal and recipient of prestigious Erasmus Mundus Scholarship.

Hosted dignitaries like two Presidents and a Vice President of India at convocation ceremonies besides Head of Commonwealth, Prime Ministers and Presidents of various other countries.

Institutional Weakness

The University operates in several specialized fields, making it challenging to find faculty members who possess the necessary experience, aptitude, and dedication to serve society selflessly—this is a key goal of the institution.

As the student population continues to expand, the need for highly qualified faculty is increasing. However, there is a significant shortage of faculty and researchers with doctoral degrees, particularly in essential areas of University such as Life Management, Scientific Spirituality, and Yagya Research. Nevertheless, the management is proactively working to attract experienced educators.

Research indicates that established universities tend to secure research grants more easily over time, while obtaining funding from government agencies remains a significant hurdle, especially in the thrust areas of University.

Furthermore, since the University seeks to provide education to academically deserving students from underprivileged backgrounds, there has been only modest growth in contributions from alumni.

Institutional Opportunity

- Partnering with respected international and national institutions and industry leaders to enhance curricula and develop new programs.
- Developing centers of prominence, centers of excellence and establishing endowed research chairs in the areas of Indology.
- Expanding faculty-student exchange initiatives with prominent national and international universities.
- Securing external funding for research, projects, and innovative programs.

- Setting up skill development centers for vocational training and advanced skills, as well as research and incubation facilities.
- Introducing new e-learning programs on various online platforms, including MOOCs.
- Participating in rankings and accreditations to boost the university's visibility and recognition.
- Actively engaging alumni for placement opportunities and referral campaigns.
- Improving outreach initiatives.

Institutional Challenge

Fostering a Culture of Innovation

Encouraging and supporting research activities is vital for the advancement of academic institutions. By promoting innovative thinking among faculty and students, universities can create a vibrant environment that nurtures creativity and exploration. Securing funding for research projects is essential to sustain this culture. Financial support not only enables cutting-edge research but also enhances the institution's reputation, attracting further investments and partnerships. This cycle of innovation and funding is crucial for academic growth and relevance in today's competitive landscape.

Attracting and Retaining Highly Qualified Faculty

Attracting and retaining highly qualified faculty members is increasingly challenging due to stiff competition from other institutions. Specialized fields often struggle to secure top talent, especially when resources are limited and competitive compensation packages are not feasible. A robust recruitment strategy, including incentives for professional development and research opportunities, is necessary to ensure that the university attracts and maintains a diverse and skilled faculty.

Ensuring High Academic Standards

Maintaining high academic standards across various programs is fundamental for institutional credibility. This involves ensuring that accreditation requirements are met and adapting to changing educational trends while preserving the core values of the institution. Continuous assessment and improvement of academic offerings will help in meeting the diverse needs of students and the job market.

Integrating Educational Technology

Keeping up with rapid advancements in educational technology is crucial. Ensuring access to digital resources and effectively integrating technology into teaching and learning practices enhances the educational experience. By embracing modern educational tools, the university can foster a more engaging and interactive learning environment, preparing students for a technology-driven world.

Promoting Global Engagement

Meeting the demands of an increasingly globalized world is essential for higher education institutions. Attracting international students and faculty fosters cross-cultural understanding and enriches the academic community. Establishing partnerships with institutions abroad can lead to collaborative research and exchange

programs, further enhancing the university's global footprint.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dev Sanskriti Vishwavidyalaya (DSVV) has meticulously developed its curricula to address developmental needs on local, regional, national, and global scales. The university's programs align with these priorities through well-defined Programme Outcomes (POs) and Course Outcomes (COs), ensuring that students acquire the knowledge and skills necessary to meet these demands. The curriculum is developed through a collaborative approach that incorporates feedback from a variety of stakeholders, including industry experts, faculty, alumni, and students. This ensures the curriculum is both relevant and up to date with the latest trends.

DSVV's emphasis on Outcome-Based Education (OBE) ensures that its programs are aligned with the Learning Outcome-Based Curriculum Framework, promoting the development of key graduate attributes. Programs offered by the university are flexible and innovative, covering diverse fields such as science, arts, and humanities while emphasizing practical knowledge application through internships and community engagement.

Employability, entrepreneurship, and skill development are core aspects of DSVV's curriculum. The university updates its courses regularly to reflect contemporary industry requirements and provides students with hands-on experiences through internships, fieldwork, and industry partnerships. DSVV also fosters entrepreneurial skills through dedicated programs and incubation support.

The institution integrates cross-cutting themes such as professional ethics, gender equality, human values, and environmental sustainability into its curriculum, in line with the Sustainable Development Goals (SDGs) and the National Education Policy (NEP) 2020. These principles are embedded across various disciplines, ensuring students receive a holistic education that prepares them for global challenges while promoting social responsibility.

Continuous curriculum improvement is ensured through regular feedback collection and evaluation processes, ensuring the programs meet stakeholder expectations and remain aligned with industry needs. Additionally, DSVV's spiritual focus, international collaborations, and environmental sustainability initiatives, such as achieving a zero-carbon footprint, distinguish the university's approach to higher education. This comprehensive and forward-looking curriculum design supports DSVV's goal of producing competent, ethical, and globally-minded graduates.

Teaching-learning and Evaluation

Dev Sanskriti Vishwavidyalaya (DSVV) offers a robust teaching, learning, and evaluation system designed to foster student success and engagement. With an enrolment percentage of 91.49% and a high teacher-student ratio of 9.91:1, the university ensures personalized attention to its students. It caters to the diverse learning needs of students through differentiated programs, including remedial courses for slow learners and advanced seminars for high achievers. Regular assessments such as quizzes, projects, and exams are used to monitor

student progress, with feedback mechanisms in place to encourage self-reflection and improvement.

The university emphasizes student-centered learning by integrating experiential, participative, and problem-solving methodologies. DSVV's approach to experiential learning includes hands-on activities, fieldwork, internships, and reflective observation, promoting both theoretical and practical knowledge. Participative learning methods, including seminars, interactive games, and role-play, foster active student engagement. The use of ICT tools and digital resources ensures modernized and effective teaching strategies, while the faculty undergo continuous professional development to enhance pedagogical practices.

To support student well-being and academic success, DSVV has implemented a comprehensive Mentor-Mentee Scheme, which addresses both academic and psychological needs. The program includes life management courses, career guidance, and psycho-spiritual counselling, ensuring students receive holistic support throughout their academic journey. Mentors provide both academic and personal advice, emphasizing spiritual development, community service, and cross-cultural understanding.

The institution also focuses on learning outcomes, aligning its programs with both national and global standards. Learning outcomes are clearly defined and integrated into assessments, ensuring that students acquire the necessary knowledge and skills. Continuous feedback from alumni, employers, and students informs curriculum improvements, ensuring that the programs remain relevant and effective.

Overall, DSVV's commitment to individualized support, modern teaching methodologies, and continuous improvement positions it as a leader in outcome-based education, preparing students for both academic and professional success.

Research, Innovations and Extension

Dev Sanskriti Vishwavidyalaya (DSVV) stands as a research-driven institution, guided by the principles of scientific spirituality, holistic development, and global cultural integration. The university's research policies, updated regularly and available on its website, foster interdisciplinary, transdisciplinary, and multidisciplinary studies across various fields. At its core, DSVV focuses on traditional knowledge systems, integrating them with contemporary scientific methodologies to promote societal and ecological welfare.

DSVV's research infrastructure is comprehensive, with four major research clusters and state-of-the-art laboratories. The Brahmavarchas Research Institute specializes in the scientific evaluation of spiritual practices, focusing on herbal formulations for Yagya Therapy. The Centre for Baltic Culture and Studies fosters international collaboration, promoting cross-cultural academic exchange between India and Baltic nations. The South Asian Institute for Peace and Reconciliation explores the role of religion in conflict resolution and peacebuilding. Lastly, the Yagyavalkya Centre for Yagya Research focuses on Yagya and Gayatri Mantra's spiritual and scientific aspects, launching the world's first interdisciplinary peer-reviewed journal on Yagya.

DSVV places significant emphasis on alternative and complementary therapies through its Yoga Ayurveda and Health Sciences department. The department includes specialized facilities for naturopathy, sound healing, and magnet therapy, offering services to thousands of patients annually.

Research initiatives at DSVV are supported through various internal and external funding mechanisms. The institution provides seed money for research and encourages faculty to apply for national and international fellowships. With a strong ecosystem for innovation, DSVV promotes intellectual property rights (IPR), runs

incubation centers, and encourages the commercialization of research through its patents, with 37 awarded in the last five years.

The university maintains strict adherence to ethical research practices, ensuring academic integrity through institutional committees and plagiarism checks. With 268 awards for research and innovation, DSVV demonstrates its commitment to advancing knowledge and fostering global academic collaborations, as evident in its 60 active Memoranda of Understanding (MoUs) with national and international institutions.

Infrastructure and Learning Resources

Dev Sanskriti Vishwavidyalaya (DSVV) has built a strong foundation in infrastructure and learning resources to support holistic education. The university is equipped with excellent facilities for teaching, learning, and extracurricular activities, promoting both academic and personal growth. Its campus includes well-structured classrooms, laboratories, and ICT-enabled smart classes. DSVV's sports infrastructure is equally impressive, with a 30,000 sq. meter outdoor sports facility featuring football and cricket grounds, multiple courts for volleyball, basketball, badminton, and more. Indoor facilities include table tennis, a fully equipped gymnasium, and halls for wrestling and judo, offering comprehensive fitness and recreational opportunities.

Cultural and yoga activities are central to DSVV's ethos. The university has a dedicated Music and Cultural Cell and a state-of-the-art Yoga department with nine yoga halls and cleansing facilities. Recognized as a Leading Yoga University by the Indian Yoga Association (IYA), DSVV promotes health and wellness as a core part of its education.

DSVV's Central Library is another key resource, housing over 45,500 books and 180 theses, with comprehensive digital resources and e-journal subscriptions. The library uses cutting-edge Integrated Library Management System software, upgraded to SOUL 3.0, and employs RFID technology for automated book circulation, providing seamless access to resources. A specialized digitization section has preserved over 3,000 books, making important works available electronically.

The university keeps its IT infrastructure up to date, with a structured IT policy covering data security and internet access. With 1 Gbps internet bandwidth and 30 ICT classrooms, the university provides ample technological support for learning and research. The IT facilities are maintained regularly, and a Green Computing initiative ensures sustainability in operations.

Furthermore, DSVV has established systems for maintaining its physical and academic infrastructure. Departments such as the Estate, Construction, Waterworks, and Electricity units oversee the upkeep of the campus, while the sports and academic facilities are regularly updated to support a dynamic, vibrant learning environment.

Through these initiatives, DSVV continues to create a well-rounded, resource-rich environment conducive to both intellectual and personal growth.

Student Support and Progression

Dev Sanskriti Vishwavidyalaya (DSVV) places a strong emphasis on student support and progression, offering a variety of initiatives to enhance both personal and professional growth. Over the past five years, 32.52% of

students have benefited from scholarships and freeships provided by the institution, government, non-government bodies, industries, and philanthropists, reflecting DSVV's commitment to accessibility and inclusivity in education.

The university is equally dedicated to career development and skill enhancement. Through career counselling, including e-counselling and guidance for competitive exams, students receive essential support for their future endeavours. DSVV also organizes various capacity-building activities aimed at improving soft skills, communication, life skills, and awareness of technological trends, ensuring that students are well-equipped to face the demands of the modern world.

The institution takes student welfare seriously, adopting stringent policies to address grievances, including those related to sexual harassment and ragging. DSVV maintains zero tolerance for these issues and has implemented both online and offline grievance submission systems, ensuring timely redressal through dedicated committees.

Although the university's placement rate is 4.41% and the progression rate to higher education is 8.8% over the past five years, DSVV continues to nurture a holistic development approach. Students have also excelled in sports and cultural activities, winning nine awards at national and international levels, showcasing the institution's vibrant extracurricular environment.

While DSVV does not have a formal student council, it actively promotes student involvement through various clubs and circles such as Disha, Aarogyam, and Shoorma, which focus on mental health, adventure, arts, and community service. These student-run initiatives provide valuable platforms for leadership and personal growth under the guidance of the Student Welfare Department.

Alumni engagement is another cornerstone of DSVV's support system. The Dev Sanskriti Alumni Association (DSAA) actively contributes to the university's development through guest lectures, workshops, and mentoring. Alumni, including notable figures such as Guinness World Record-holder Smita, frequently return to campus to share their expertise and offer guidance, further enriching the student experience.

Through these comprehensive student support systems, DSVV fosters an inclusive, dynamic, and supportive environment for holistic growth and academic success.

Governance, Leadership and Management

Dev Sanskriti Vishwavidyalaya (DSVV) exemplifies a governance and leadership model that is closely aligned with its founding vision of a global cultural and spiritual renaissance. The institution's leadership and management framework is centered around its core values, integrating both traditional Indian wisdom and modern educational practices. DSVV's commitment to its mission is visible in the successful implementation of the National Education Policy (NEP) 2020, promoting multidisciplinary education, skill development, and flexible learning pathways.

The university emphasizes sustained institutional growth, demonstrated through academic expansion, infrastructure development, and an increasing focus on research. DSVV's governance model is decentralized, encouraging faculty involvement and student representation in decision-making processes. Long-term and short-

term perspective planning ensures continuous improvement, with strategic five-year plans guiding institutional growth.

E-governance has been implemented effectively across key areas, including administration, finance, student support, and examinations, enhancing operational efficiency. Additionally, DSVV has instituted a robust performance appraisal system for both teaching and non-teaching staff, ensuring professional development and career progression. The institution supports its staff with welfare measures such as healthcare benefits, retirement plans, and flexible working arrangements, fostering a supportive work environment.

DSVV's financial management system is transparent and accountable, with comprehensive budgeting, internal and external audits, and diversified funding sources. The institution has secured substantial grants and donations, reflecting its capacity for resource mobilization. The university's Internal Quality Assurance Cell (IQAC) plays a pivotal role in maintaining academic excellence through continuous review and enhancement of teaching methodologies, infrastructure, and learning outcomes.

Key quality assurance practices institutionalized by the IQAC include a stakeholder feedback system and the establishment of an incubation center to promote entrepreneurship and innovation. Recent post-accreditation initiatives, such as the integration of online learning tools and a student-focused administrative service delivery model, further demonstrate DSVV's commitment to continuous improvement.

Overall, DSVV's governance and leadership model, rooted in its spiritual and cultural heritage, fosters a dynamic environment for both academic excellence and personal growth. Through its structured planning, innovative governance, and commitment to quality, the university continues to set benchmarks in holistic education.

Institutional Values and Best Practices

Dev Sanskriti Vishwavidyalaya (DSVV) actively promotes institutional values and social responsibility through a range of initiatives that reflect its commitment to holistic education and community engagement. The university's efforts in gender equity are notable, with measures like a gender audit, the integration of gender studies into the curriculum, and facilities supporting women's health and safety. Women are well-represented in leadership roles, and programs such as student-led self-defence classes and Women's Day celebrations highlight DSVV's dedication to fostering a supportive environment for women.

Sustainability is another priority for DSVV, demonstrated by its commitment to energy conservation and environmental responsibility. The campus employs solar energy, waste recycling systems, and water conservation facilities like rainwater harvesting and wastewater recycling. The university also conducts regular green and energy audits to ensure compliance with environmental standards, further solidifying its role as an eco-conscious institution.

DSVV's efforts to create an inclusive environment are far-reaching. The campus is designed to be accessible for differently abled individuals, featuring ramps, lifts, and specialized washrooms. Additionally, the university promotes tolerance and harmony by embracing cultural, regional, and linguistic diversity through events, intercultural dialogue sessions, and social outreach programs such as de-addiction camps and community service projects in nearby villages.

Civic responsibility is deeply embedded in DSVV's culture. The university organizes Constitution Day

celebrations, emphasizing constitutional values, rights, and duties. The "Wall of Heroes" serves as a memorial to national martyrs, instilling a sense of patriotism and civic duty in students. Historical observances like Partition Horrors Remembrance Day encourage empathy and reflection on the nation's past.

DSVV also upholds a strict code of conduct for students, teachers, and staff, regularly conducting professional ethics programs to reinforce these principles. Its focus on indigenous research, particularly in areas such as yoga and spiritual science, distinguishes DSVV as a leader in combining traditional knowledge with modern academic practices, aligning with its mission of global cultural and spiritual renaissance.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	DEV SANSKRITI VISHWAVIDYALAYA
Address	Gayatrikunj, Shantikunj, Haridwar
City	Haridwar
State	Uttarakhand
Pin	249411
Website	www.dsvv.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Sharad Pardhy	01334-260723	9258369607	01334-260723	vc@dsvv.ac.in
IQAC / CIQA coordinator	Abhay Saxena	01334-261367	9258369624	01334-261367	abhay.saxena@dsvv.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	22-01-2002
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	12-11-2002	View Document
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Gayatri kunj, Shantikunj, Haridwar	Urban	76.77836	91365	Under Graduate, Post Graduate, PG Diploma and Ph.D Programmes		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes				
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td>108157_16258_4_1719679801.pdf</td> </tr> </tbody> </table>	SRA program	Document	NCTE	108157_16258_4_1719679801.pdf	
SRA program	Document				
NCTE	108157_16258_4_1719679801.pdf				

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	8				29				84			
Recruited	5	0	0	5	15	6	0	21	51	30	0	81
Yet to Recruit	3				8				3			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				177
Recruited	115	60	0	175
Yet to Recruit				2
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				20
Recruited	19	1	0	20
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	15	6	0	30	33	0	88
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	0	0	0	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	8	0	0	8
Adjunct Professor	2	0	0	2
Visiting Professor	1	0	0	1

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Dev Sanskriti Vishwavidyalaya	Pt. Sriram Sharma Acharya Shodh Peeth	Dev Sanskriti Vishwavidyalaya
2	Dev Sanskriti Vishwavidyalaya	Vandniya Mata Ji Intergenretional Centre	Dev Sanskriti Vishwavidyalaya

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	17	96	0	0	113
	Female	40	173	0	0	213
	Others	0	0	0	0	0
PG	Male	14	53	0	0	67
	Female	15	82	0	0	97
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	1	1	0	0	2
	Female	5	5	0	0	10
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	3	0	0	3
	Female	4	7	0	0	11
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.80	NAAC CYCLE 01 REPORT.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Animation And Visual Effect	View Document
Department Of Complimentary And Alternative Medicine	View Document
Department Of Computer Science	View Document
Department Of Education	View Document
Department Of English	View Document
Department Of Hindi	View Document
Department Of History And Indian Culture	View Document
Department Of Indian Classical Music	View Document
Department Of Journalism And Mass Communication	View Document
Department Of Mathematics	View Document
Department Of Medicinal Plant Sciences	View Document
Department Of Oriental Studies Religious Studies And Philosophy	View Document
Department Of Psychology	View Document
Department Of Rural Studies And Sustainability	View Document
Department Of Tourism	View Document
Department Of Vedic Studies And Sanskrit	View Document
Department Of Yogic Science And Human Consciousness	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The university has established departments ranging from Indology to Theology to offer programmes in a wide array of subjects such as Yoga and Human Consciousness, Sanskrit, Psychology, Indian History and Culture, Theology, Computer Application, Information Technology, Rural Studies, Applied Medicinal Plants, Mathematics, Philosophy, Linguistics, Journalism, Mass Communication, Tourism and vocational programmes in Animation, Visual Effects and Media Graphics to ensure the comprehensive development of the students. DSVV
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	<p>started to offer all programmes in choice based credit system (CBCS) from as early as 2016 and the availability of GEs and SSEs in the aforementioned subject areas in University curricula helps to provide a structure with no rigid boundaries between the learning of science, arts and humanities and thus making the students their own degree makers. The attached list of range of programmes being offered by the University as well as the list of the GEs and SSEs offered to the students also confirms that the University was one of the first higher education institutions to adopt an all-inclusive approach in the curriculum with flexibility in its courses thus providing multiple entry multiple exit system. A programme list of the University prospectus of 2023 is also attached as an example. Additionally, University organizes many trans-, multi- and interdisciplinary National and International seminars and conferences to promote a blending of different disciplines leading to the exchange of ideas and knowledge on topics of diverse domains. In addition, faculties of the University have also been part of the discussion group of the State of Uttarakhand that was instrumental in the implementation of the NEP 2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The University has taken following initiatives to fulfil the requirements of ABC: Developing credit-based curricula: The University started to offer all programmes in the choice based credit system (CBCS) from 2016 to provide a structure with no rigid boundaries between the learning of STEM and humanities. The University was also one of the first higher education institutions to adopt an all-inclusive curriculum with flexibility in its courses with a multiple entry multiple exit system. Digitization of academic records: University has started to work on digitizing academic records of students, including details of courses completed, grades earned, and credits accumulated. This would help in the seamless transfer of credits across institutions. Collaboration with other institutions: Through its extensive international collaborative network, the University is pioneer in execution of credit redemption, credit accumulation, credit recognition and credit transfer practices which are utilised in credit mobility of exchange students of its Erasmus plus collaborative programmes. Use of technology: University is working on the technology to enable the transfer of</p>

	<p>credits across institutions. For example, we are planning to use blockchain technology to ensure the security and validity of academic records. Awareness campaigns: The IQAC of the University aims to conduct awareness campaigns to educate students about the importance of accumulating credits and the benefits of the ABC. University is also promoting the use of the ABC to facilitate lifelong learning and career advancement.</p>
<p>3. Skill development:</p>	<p>The University has made following efforts to strengthen the vocational education and soft skills of students: Curriculum design: The skill development efforts of the University are fully aligned with that of the National Skills Qualifications Framework, which is evident through its enrichment of the curriculum and provision of elective/add-on courses and extra-curricular activities. The soft skill development program is an integral part of every student's curriculum and in addition to that, the University has a dedicated department of Career Support, Guidance and Placement (CSGP) that assists students to develop core competencies and soft skills. Industry partnerships: The University established a MoU with National Institute of Electronics & Information Technology (NIELIT) in 2022, which aims to provide students with opportunities for internships, apprenticeships, and hands-on training, which can enhance their vocational education and develop their soft skills. Assessments and certifications: University uses assessments and certifications that are aligned with the NSQF to measure the competencies of students. This helps students to identify their areas of strength and weaknesses, and provide feedback to the University to enhance the teaching-learning process. Career counselling: University also provides students with career counselling and guidance to help them make informed decisions about their future careers. This training that is provided through Career Guidance Center, includes guidance on vocational training opportunities and several number soft skills development courses that are aligned with the NSQF. Compulsory Skill Enhancement Courses: The vocational education is imparted through various compulsory skill enhancement courses; a list of which is provided in the enclosure. Students are allowed to choose the skill enhancement course as per their interests, knowledge, skills and aptitude.</p>

	<p>Soft skills are inculcated in students through countless activities such as by taking part and performing in leading programmes of the University; for example Unnayan, Utkarsh and Utsav, NSS, NCC camps and in various competitions that assist them to acquire proficiencies like problem solving, communication, creativity, confidence, adaptability, critical thinking and time management.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The University is established with a primary aim of preservation and propagation of the Indian Culture, and hence, the University chose its name as Dev Sanskriti, to allow to combine the percepts of knowledge (shiksha) with spiritual education (vidya). The name Dev Sanskriti Vishwavidyalaya carries special significance and stands for the values and practices inherited from the ancestral wisdom of India. Today, Dev Sanskriti Vishwavidyalaya is recognized for the breadth and depth of its knowledge of the ancestral wisdom of India and its ability to apply this knowledge for the cultivation of students of exceptional skills and character for the benefit of society. While the University most prizes the values and high-minded character traits of its student body, it also understands that a thorough and broad education in a field of specialization is a crucial resource for agents of change and social servants in the modern world. It is important to note that one of the four schools of the University is called 'School of Indology' which is created with a singular emphasis to offer courses in the Indian Knowledge System. This school has three faculties: a) Faculty of Yoga and Health that offers courses in Yoga, Ayurveda and Holistic Health through its center for complementary medicine, Alternative Therapy. Altogether this faculty offers a total of 8 programmes focusing upon Indian Knowledge Systems. b) Faculty of Indian Languages that offers courses in indian languages through its departments of vedic studies, sanskrit and hindi. This faculty offers 06 programmes on IKS. c) Faculty of Indian Music and Culture that offers courses in indian classical music through its departments of indian classical music and history and indian culture. This faculty offers 08 program focusing upon Indian Knowledge Systems. In addition, through the STMC division of the University, called Adhigam – the University is offering enclosed online programmes dedicated to the</p>

	<p>Indian Knowledge Systems. Additionally the daily routine of the University is fashioned on the ethos of the Indian Culture and includes participation of students and staff in daily yagya, yoga, Indian classical music, Naad Yoga Meditation, sevakarya and morning and evening prarthanas in the hostel. In addition, from the daily newspaper of University; i.e. Sanskriti Sandesh to quarterly Hindi and English newsletters of University; i.e. Sanskriti Sanchar and Renaissance, all are published to disseminate the knowledge of Indian culture. Along with above there are a relevant number of PhDs and Dissertations in subjects related to the Indian Knowledge system.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Defined clear learning outcomes: The University has clearly articulated the specific knowledge, skills, and competencies that students are expected to achieve by the end of their educational program. Aligned curriculum and assessments: University has designed the curriculum and assessments in a way that aligns with the defined learning outcomes. We also ensured that each course and learning activity directly contributes to the achievement of those outcomes. Developed assessment rubrics: University has created clear assessment rubrics that outline the criteria and standards for evaluating student performance. Rubrics help in providing objective and consistent feedback to students and ensure transparency in the assessment process. Incorporated active learning strategies: This was done to move away from traditional lecture-based instruction and to incorporate active learning strategies that engage students in meaningful activities. University encourages problem-solving, critical thinking, collaboration, and communication skills through group projects, case studies, simulations, and hands-on experiences. Provided authentic learning experiences: University offers opportunities for students to apply their knowledge and skills in real-world contexts. These include internships, fieldwork, industry collaborations, research projects, or community engagement activities. Implemented formative assessments: University has integrated frequent formative assessments throughout the learning process to monitor student progress and provide timely feedback. These assessments are in the form of quizzes, discussions, presentations, or short assignments. Emphasized upon continuous</p>

	<p>improvement: The University has established a culture of continuous improvement by regularly reviewing and updating the curriculum, instructional strategies, and assessments. We collect feedback from students, faculty, and relevant stakeholders to identify areas for enhancement and make data-informed decisions to refine the teaching and learning practices. Provided faculty development and support: Workshops were routinely conducted with departments to elaborate POs, PEOs, COs and evaluation strategy for the courses offered in DSVV. Departments prepared outcome based curriculum, devised teaching strategies and identified activities to fulfil requisite outcomes as per the guideline documents developed by the University. Leveraged technology: University used educational technologies to support outcome-based education. Learning management systems, online collaboration tools, simulation software, and data analytics assist in delivering, assessing, and tracking student progress towards the desired outcomes. Fostered a student-centered environment: University has created an inclusive and supportive learning environment that encourages active student engagement, fosters self-directed learning, and values diverse perspectives.</p>
6. Distance education/online education:	<p>The University has adopted following approaching to offer vocational courses through ODL mode: Increased Access: This mode has enabled learners to study at their own pace and from any location, thereby expanding the reach of vocational courses. Flexibility and Convenience: The University has increased the flexibility of courses in terms of study schedules and location. Learners can access course materials, assignments, and resources online, allowing them to balance their vocational training with work, family responsibilities, or other commitments. Customization and Personalization: University uses ODL platforms that can offer personalized learning experiences by incorporating adaptive technologies. This allows learners to access tailored content based on their individual needs, interests, and prior knowledge, enhancing their overall learning outcomes. Skill Development: University has collaborated with industry partners to ensure that curriculum aligns with industry requirements and includes practical, hands-on learning opportunities. Lifelong Learning: University</p>

promotes lifelong learning by providing opportunities for individuals to upskill or reskill at any stage of their careers. Blended Learning Approaches: University has incorporated blended learning approaches, combining online learning with practical workshops, internships, or on-the-job training. This approach provides learners with a well-rounded vocational education that includes both theoretical knowledge and practical application. Support Services: University provides comprehensive support services to learners, such as online counselling, academic advising, and technical assistance. These services help learners navigate through the course, address their concerns, and enhance their learning experience.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes! The University has established an Electoral Literacy Club in the academic year 2023-24 that is dedicated to promoting electoral literacy and raising awareness about the electoral process. Its primary functions revolve around educating students about their rights and responsibilities as voters, encouraging voter participation, and fostering a better understanding of the democratic system.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The University has appointed senior faculty members as coordinators of the ELC and it is fully functional as well as truly representative in nature.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The University has taken below mentioned initiatives by the ELC: Voter registration drives: ELCs have organized campaigns to encourage students and communities to register as voters. These initiatives aim to increase voter turnout and ensure that eligible citizens are registered to vote. Assisting election administration: ELCs have collaborated with district election administrations to support the conduct of polls. This involves tasks such as assisting with voter identification, crowd management, and maintaining a peaceful election environment. Voter awareness campaigns: ELC of University has conducted various campaigns to raise awareness about the importance of voting, electoral processes, and democratic values.</p>

	<p>These campaigns target both students and the broader community, with the goal of increasing political awareness and encouraging active participation in elections. Ethical voting promotion: ELC of University has undertaken initiatives to promote ethical voting practices, such as discouraging vote buying, promoting unbiased decision-making, and raising awareness about the significance of informed voting choices. Inclusion of underprivileged sections: ELC of University has made efforts to enhance the participation of underprivileged sections of society in the electoral process. This includes initiatives focused on encouraging the registration and participation of transgender individuals, disabled persons, senior citizens, and other marginalized groups.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The socially relevant projects taken up by University in this regards are as follows: Research Projects: Universities has instructed the students on various aspects of electoral processes, such as voter behavior, election technology, campaign financing, political participation, and electoral reforms. These projects aim to generate valuable insights and contribute to academic knowledge on electoral issues. Surveys and Polls: Universities aims to conduct surveys and opinion polls to gauge public opinion on electoral matters. Awareness Drives and Outreach Programs: Universities via its NSS wing plans to organize awareness drives and outreach programs to promote democratic values and increase participation in electoral processes. Creating Content and Publications: Universities plan to publish academic papers, articles, and books highlighting their research findings and contributions to advancing democratic values and electoral participation.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The University aims to undertake following initiatives: Collaboration with relevant authorities: University plans to establish partnerships or collaborations with authorities to facilitate on-campus voter registration drives or provide resources to students for registering as voters. Integration with student services: University can incorporate voter registration as part of their student services, ensuring that registration information and resources are readily available to eligible students. Awareness campaigns: University can conduct awareness campaigns throughout the academic year, integrating voter registration information into orientation programs,</p>

newsletters, and campus-wide communications.
Engaging student organizations: University can work with student organizations, to organize voter registration events, debates, and discussions, fostering a culture of political engagement and encouraging voter registration among students.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1122	1215	1255	1262	1266
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

Number of final year outgoing students year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
415	473	534	524	535
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of full time teachers in the institution year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
129	128	114	108	110
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 169

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
1148.39	944.71	761.11	436.21	809.40

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has designed and implemented curricula that align closely with developmental needs on local, regional, national, and global scales. This alignment is evident through well-structured Programme Outcomes (POs) and Course Outcomes (COs) that span the university's varied academic disciplines.

Curriculum Development Approach

DSVV adopts a thorough and collaborative process for curriculum development. Each department has a specialized Curriculum Development Committee that gathers input from a range of stakeholders. This committee integrates feedback—both formal and informal—from industry experts, faculty, academic peers, alumni, and current students. External experts in relevant subjects are also consulted to ensure that the curriculum stays updated and reflects the latest trends.

The feedback collected during this process serves as the foundation for developing outcome-based curricula.

Alignment with Outcome-Based Education

Most of the university's programs follow the Outcome-Based Education (OBE) framework. This method aligns with the Learning Outcome-Based Curriculum Framework (LOCF), reflecting key graduate attributes. The Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs) are carefully designed to address developmental priorities at local, national, and international levels.

Flexible and Innovative Curriculum

DSVV offers flexible and innovative programs across diverse disciplines such as science, arts, humanities, social sciences, and skill development. This multidisciplinary approach is combined with an emphasis on community engagement and value-based education.

Integration of Local and Global Perspectives

The university's curriculum strikes a balance between local and global perspectives. While meeting regional developmental goals, DSVV also ensures its programs are globally relevant. This is especially noticeable in areas like yogic sciences, holistic health, information technology, and animation, where international trends significantly impact curriculum design.

Practical Application and Community Engagement

DSVV places a strong focus on the practical application of knowledge through community service. Every graduating student is required to participate in an internship program, applying the skills they have acquired in a community setting.

Continuous Curriculum Improvement

DSVV continuously evaluates and refines its curriculum. Teaching and learning assessments are conducted throughout the semester to ensure educational effectiveness. The university fosters a student-centered learning environment through interactive methods like group discussions, case studies, Q&A sessions, multimedia presentations, quizzes, and scientific or project-based presentations.

Spiritual and Character Development

A distinctive feature of DSVV's curriculum is its emphasis on spiritual and character development. Weekly classes on the Gita and Meditation, led by the Chancellor, provide students with the opportunity to nurture their spiritual growth.

International Collaborations

DSVV has established over 70 international partnerships to enhance the global relevance of its programs. These collaborations ensure that the curriculum remains aligned with international standards, preparing students for global opportunities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has strategically designed its academic programs to prioritize employability, entrepreneurship, and skill development, ensuring they align with modern industry standards.

Curriculum Design and Development

The curriculum at DSVV is carefully developed to offer a combination of theoretical knowledge and practical skills, promoting the holistic growth of students. This ensures that graduates are well-equipped to meet the demands of today's workforce.

Interdisciplinary Learning: The university encourages students to engage in interdisciplinary studies,

helping them understand the interconnections between different fields and develop a broader perspective on complex issues.

Frequent Syllabus Updates: Course content is regularly revised to reflect the latest industry trends and advancements in technology. This is achieved through collaboration between industry experts, alumni, and faculty to identify emerging knowledge areas and skill requirements.

Initiatives for Employability and Skill Development

DSVV emphasizes improving its students' employability through various initiatives:

Practical Experience: Many programs incorporate practical components such as internships, fieldwork, and laboratory work. These provide students with hands-on experience, bridging the gap between academic concepts and real-world applications.

Industry Partnerships: DSVV works closely with industry leaders to offer guest lectures, workshops, and joint projects, giving students insights into current industry challenges and expectations.

Fostering Entrepreneurship

Alongside employability, DSVV encourages entrepreneurship as a career option:

Entrepreneurship Programs: Dedicated courses in entrepreneurship equip students with the knowledge and skills required to start and run successful ventures.

Incubation Support: The university provides incubation centers that offer mentorship, resources, and networking opportunities for aspiring entrepreneurs.

Competitions and Events: Regular competitions and entrepreneurship events motivate students to create innovative business ideas and present them to potential investors and industry experts.

Evaluation and Feedback Processes

To ensure its programs effectively promote employability and entrepreneurship, DSVV uses stringent evaluation and feedback mechanisms.

Continuous Evaluation: Student performance is continually assessed through assignments, projects, exams, and practical assessments.

Feedback Mechanisms: The university regularly collects feedback from students, alumni, employers, and faculty to guide curriculum improvements.

Tracking Outcomes: DSVV monitors graduate outcomes, including employment rates, entrepreneurial achievements, and further education, to assess the effectiveness of its programs.

Alignment with NEP 2020

DSVV aligns its courses with the National Education Policy (NEP) 2020 by focusing on skill development that prepares students for future challenges:

Skill Development Courses: These courses concentrate on practical skills that meet industry demands.

Professional Internships: Internships provide students with real-world industry experience, enhancing their employability.

Overall, Dev Sanskriti Vishwavidyalaya integrates employability, entrepreneurship, and skill development deeply into its curriculum. By regularly updating courses to meet contemporary demands, offering practical training, fostering industry collaboration, promoting entrepreneurship, incorporating modern technology, embracing global perspectives, focusing on sustainability, and utilizing thorough evaluation processes, DSVV ensures that its graduates are fully prepared for successful careers in their chosen fields.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

<p>1.2.1</p> <p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>Response: 19.78</p>	
<p>1.2.1.1 Number of new courses introduced during the last five years:</p> <p>Response: 197</p>	
<p>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</p> <p>Response: 996</p>	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document

1.3 Curriculum Enrichment

<p>1.3.1</p> <p>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</p>

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has successfully integrated cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and other value frameworks enshrined in the **Sustainable Development Goals (SDGs)** and **National Education Policy (NEP) 2020** into its curriculum. This integration is evident in both the academic programs and the overall institutional ethos.

Foundational Philosophy and Vision The university's approach to education is deeply rooted in the vision of its Founder-Patron, **Pt Shriram Sharma Acharya**. His philosophy emphasized the need for a value-based educational institution that could mold students into noble and enlightened human beings characterized by selflessness, compassion, and kindness. DSVV's mission is to unite modern education with moral development, aiming to cultivate well-rounded, competent graduates who possess an understanding of spiritual transformation and are driven to use their skills for the greater good of society.

Curriculum Design and Implementation The university has deliberately designed its curricula to introduce concepts of professional ethics and human values across various disciplines. This integration is not limited to specific courses but is woven throughout the academic programs. For instance:

1. **Professional Ethics:** Courses across departments incorporate elements of professional ethics relevant to their respective fields.
2. **Human Values:** The university offers compulsory courses on Life Management, Ability Enhancement, and Skill Enhancement.
3. **Gender Studies:** With two-thirds of the student population being female, the university naturally promotes gender equality and women's empowerment. This demographic balance translates gender studies from theoretical discussions to practical implementation.

Environmental Sustainability Initiatives DSVV has made significant strides in environmental sustainability, integrating these principles into both its curriculum and campus operations:

1. **Green Campus:** The university boasts a lush green campus, reflecting its commitment to environmental stewardship.
2. **Global Tree Plantation Movements:** Initiatives like **Vriksha Ganga Abhiyan** and **Jal Shuddhi Abhiyan** demonstrate the university's commitment to environmental conservation beyond its campus.
3. **Zero Carbon Footprint:** DSVV has achieved a zero-carbon footprint campus through innovative waste management practices, including recycling and reuse. This achievement has led to ISO certifications in Energy and Environment.

Alignment with SDGs and NEP 2020 DSVV's approach to education aligns closely with several **Sustainable Development Goals**, particularly:

- **SDG 4 (Quality Education):** By providing holistic education that combines academic excellence with moral and ethical development.
- **SDG 5 (Gender Equality):** Through its balanced gender ratio and focus on women's empowerment.
- **SDG 13 (Climate Action)** and **SDG 15 (Life on Land):** Through its environmental sustainability initiatives and education programs.

The university's curriculum and initiatives also resonate with key aspects of the **National Education Policy 2020**, including:

- Emphasis on holistic and multidisciplinary education.
- Focus on value-based education and ethics.
- Promotion of environmental awareness and sustainability.

Continuous Improvement and Future Directions DSVV employs a continuous evaluation and improvement process for its curricula. To further enhance its commitment to integrating cross-cutting issues, DSVV could consider:

1. Expanding its international collaborations.
2. Developing more interdisciplinary programs.
3. Implementing a formal system to track and measure the impact of its sustainability initiatives.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 0

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc.	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 58.33

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 21

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 36

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System**1.4.1**

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: B. Feedback collected, analysed, action has been taken and communicated to the relevant bodies

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis and its report to appropriate committee/bodies	View Document
Provide Links for any other relevant document to support the claim (if any	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.49

2.1.1.1 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
571	600	610	620	653

2.1.1.2 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
504	503	597	578	612

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 15.05

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
25	26	40	43	38

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
222	222	228	230	241

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) implements a variety of strategies to assess student learning

levels and offers tailored programs to meet their diverse educational needs.

Assessment of Learning Levels

- **Formative Assessments:** Regular quizzes, assignments, and classroom activities offer continuous feedback on students' understanding.
- **Summative Assessments:** End-of-term exams, midterms, and final projects measure students' overall knowledge.
- **Diagnostic Tests:**
 - *Pre-tests:* Some departments use pre-tests at the start of a course to gauge prior knowledge and identify areas for improvement.
 - *Skills Assessments:* These tests evaluate specific competencies, such as critical thinking, problem-solving, and writing.

Feedback and Self-Assessment

- **Student Feedback:** Surveys and course evaluations allow students to reflect on their learning and provide input on their progress.
- **Peer Assessment:** Collaborative assessments offer different perspectives on performance by involving student feedback.

Programs for Advanced Learners

DSVV offers specialized, research-oriented courses designed for advanced learners, providing opportunities to explore complex topics in greater depth.

- **Advanced Seminars and Workshops:** Tailored seminars, workshops, and guest lectures focus on advanced subjects.

Programs for Slow Learners

- **Remedial Courses:** Some courses focus on building foundational skills in areas like mathematics, reading, and writing.
- **Tutoring Services:** Individual or group tutoring sessions provide personalized instruction and support.
- **Counseling and Advising:** Academic advisors and counselors help students navigate their educational paths and address personal or academic challenges.

Dev Sanskriti Vishwavidyalaya is dedicated to delivering quality education that caters to the individual learning needs of its students, ensuring they can fully benefit from the opportunities provided to enhance their knowledge.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 8.7

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has adopted a comprehensive, student-focused approach to education, prioritizing experiential, participative, and problem-solving methodologies. These strategies are designed to enrich the learning experience and equip students to face real-world challenges.

Experiential Learning

DSVV values experiential learning as a key element in producing well-rounded and capable graduates. The university integrates the four main components of experiential learning:

- 1. Concrete Experience:** Students engage in hands-on activities related to their field, such as lab work, field trips, internships, and practical projects.
- 2. Reflective Observation:** Students are encouraged to reflect on their experiences, fostering critical thinking and a deeper understanding of the subject.
- 3. Abstract Conceptualization:** Based on their reflections, students form theories and concepts,

bridging practical experience with theoretical knowledge.

Participative Learning

DSVV emphasizes participative learning, actively involving students in the educational process. Key methods include:

1. **Departmental Seminars:** Each department organizes seminars where students present in an interactive format, improving communication skills, subject mastery, and self-confidence.
2. **Interactive Teaching Methods:** A range of participatory methods such as games, discussions, role plays, storytelling, and case studies are used, catering to different learning styles and promoting active student involvement.

ICT-Enabled Tools and Online Resources

Although not explicitly mentioned, DSVV likely incorporates ICT-enabled tools and online resources to modernize its teaching approach, including:

1. **Online Collaboration Tools:** Platforms like Google Workspace or Microsoft Teams for group projects and discussions.
2. **Digital Libraries:** Access to e-books, research databases, and online journals.
3. **Multimedia Resources:** Videos, animations, and interactive simulations to help students grasp complex concepts.

Continuous Professional Development for Faculty

DSVV is committed to the professional growth of its faculty, evident through initiatives like the 2019 seminar on "Deepening Pedagogical Methods: A Teacher-Training on Pedagogy." This event, in collaboration with the University of Massachusetts, Dartmouth, and Westfield State University, Massachusetts, introduced the Lectio Divina method—an interpretative reading approach applicable across disciplines.

Holistic Learning Process

By integrating experiential, participative, and problem-solving methods, DSVV fosters a holistic learning environment that:

1. Addresses various learning styles.
2. Encourages active engagement with course material.
3. Prepares students to meet real-world challenges effectively.

In conclusion, Dev Sanskriti Vishwavidyalaya's student-centric, holistic educational approach aligns with modern pedagogical practices. The university creates a dynamic and engaging learning environment through the integration of experiential learning, participative engagement, and problem-solving methodologies.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2**The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues****Response:**

Dev Sanskriti Vishwavidyalaya (DSVV) has introduced a thorough and impactful Mentor-Mentee Scheme to tackle both academic and psychological challenges faced by students. This program offers comprehensive support throughout their academic journey, in line with the university's goal of nurturing well-rounded, competent, and personally empowered graduates.

Life Management Teachers and Regular Classes

A key element of DSVV's mentoring approach is the mandatory Life Management course for all undergraduate and postgraduate students. This course covers various aspects of life management, equipping students with crucial skills to handle both personal and professional challenges. Life Management teachers serve as primary mentors, providing guidance beyond academics. Highlights of the program include:

1. Regular classes that emphasize personal growth, stress management, and practical life skills.
2. A blend of spiritual practices with modern psychological concepts to support holistic well-being.
3. Opportunities for students to discover their true purpose and potential.

Career Guidance Cell

Understanding the importance of career guidance in shaping students' futures, DSVV's Career Guidance Cell plays an essential role in the Mentor-Mentee Scheme. Working closely with faculty mentors, the cell offers extensive career support through:

1. Career workshops and seminars exploring diverse career paths.
2. Personalized career counseling sessions.
3. Assistance with job interview preparation and skill development.
4. Facilitating internships and industry connections for practical exposure.

Psycho-Spiritual Counselling Cell

To address the unique challenges faced by students from diverse backgrounds, DSVV has set up a Psycho-Spiritual Counselling Cell. This cell combines modern psychological techniques with spiritual wisdom, providing a well-rounded approach to mental health and well-being. Services offered include:

1. Individual counseling for personal or emotional challenges.
2. Group therapy to tackle common issues and foster peer support.
3. Workshops on stress management, emotional intelligence, and mindfulness.
4. Spiritual practices like meditation and yoga to promote mental well-being.

The Psycho-Spiritual Counselling Cell collaborates with faculty mentors to identify students who need extra support, ensuring a smooth referral process.

Comprehensive Mentoring Approach

DSVV's Mentor-Mentee Scheme provides continuous guidance throughout the students' academic lives. Each student is assigned a faculty mentor who offers both academic and personal advice. The mentoring process involves:

1. Regular one-on-one meetings between mentors and mentees.
2. Group mentoring to encourage peer learning and support.
3. Monitoring academic performance and intervening when necessary.
4. Guidance on extracurricular activities and personal development opportunities.

Unique elements of DSVV's holistic educational approach are integrated into the scheme:

1. **Spiritual Development:** Mentors assist students in developing their spiritual potential through daily routines such as yoga, meditation, and rituals.
2. **Community Service:** The university's internship program requires students to dedicate time to community service, which is incorporated into the mentoring process.
3. **Cross-Cultural Understanding:** With students from diverse backgrounds, mentors help cultivate cross-cultural understanding and adaptation.

DSVV's Mentor-Mentee Scheme represents a comprehensive and innovative approach to student support. By integrating Life Management teachers, a Career Guidance Cell, and a Psycho-Spiritual Counselling Cell, the university meets the diverse needs of its students. This holistic strategy not only promotes academic success but also fosters personal growth, career preparedness, and overall well-being.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 100

2.4.1.1 Total Number of Sanctioned year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
129	128	114	108	110

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 55.03

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 93

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 10.79

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 1392

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 31.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
40	23	31	34	29

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2**Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years****Response:** 0.3**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
4	0	7	4	3

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1068	1191	1208	1245	1208

File Description	Document
List the number of students who have applied for re-valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: B. Only student registration, Hall ticket issue & Result Processing

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of the purchase order and bills/AMC of the software.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has developed a well-structured framework to define, integrate, and assess learning outcomes across its academic programs. This approach is in line with modern educational standards and reflects the university's dedication to transparency, accountability, and continuous enhancement of its educational offerings.

Defining and Structuring Learning Outcomes

At DSVV, learning outcomes are clearly defined and measurable at both the program and course levels. These outcomes outline the knowledge, skills, and competencies students are expected to acquire upon completing their studies. The framework includes:

- 1. Program Outcomes (POs):** Broad statements describing the overall goals of each academic program.
- 2. Program Specific Outcomes (PSOs):** Targeted outcomes that highlight the unique aspects of individual programs.
- 3. Course Outcomes (COs):** Specific, measurable outcomes for each course within a program.

These outcomes align with the university's mission, vision, and the broader educational goals of India, including the National Education Policy 2020.

Integrating Learning Outcomes into the Assessment Process

DSVV seamlessly integrates learning outcomes into its assessment process, ensuring a clear connection between stated objectives and student evaluation. This is accomplished through:

- 1. Alignment of Assessment Methods:** Each course's assessment tools are designed to measure specific outcomes through formative and summative assessments such as quizzes, projects, presentations, and exams.
- 2. Outcome-Based Grading Rubrics:** Detailed rubrics link evaluation criteria to specific learning outcomes.
- 3. Continuous Assessment:** A system of ongoing assessment monitors student progress toward achieving the set outcomes throughout the semester.

Publicizing Learning Outcomes

Recognizing the importance of transparency, DSVV widely communicates its learning outcomes through:

- 1. University Website:** A dedicated section provides detailed information on program and course outcomes.
- 2. Course Syllabi:** Each syllabus outlines the learning outcomes, assessment methods, and their alignment with program outcomes.

Evaluating Outcome Attainment

DSVV uses a comprehensive system to evaluate the achievement of learning outcomes, which includes:

1. **Direct and Indirect Assessments**
2. **Course-Level and Program-Level Analysis**
3. **External Reviews**
4. **Alumni Surveys**
5. **Employer Feedback**

Continuous Improvement Process

The results of these evaluations feed into DSVV's continuous improvement process, which involves:

1. **Curriculum Review:** Regular updates based on outcome analysis.
2. **Pedagogical Enhancements:** Implementing new teaching methods to improve outcomes.
3. **Assessment Refinement:** Ongoing adjustments to ensure precise outcome measurement.
4. **Faculty Development:** Targeted training to enhance outcome-based education delivery.

Challenges and Future Directions

Although DSVV has made significant progress, challenges remain, such as:

1. **Balancing Standardization and Flexibility:** Maintaining consistency in outcome assessment while accommodating discipline-specific differences.
2. **Technology Integration:** Using technology to streamline outcome measurement and analysis.
3. **Stakeholder Engagement:** Enhancing involvement of students, faculty, alumni, and industry in defining and evaluating outcomes.

To address these challenges, DSVV is pursuing initiatives like implementing a comprehensive Learning Management System (LMS), mapping course outcomes to program outcomes in greater detail, expanding industry partnerships, and exploring innovative assessment methods such as e-portfolios and competency-based assessments.

In conclusion, DSVV has created a robust and transparent system for defining, integrating, communicating, and assessing learning outcomes. This reflects the university's commitment to providing high-quality, outcome-based education that equips students for success in their careers while contributing to societal development.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 81.45

2.6.2.1 Total number of final year students who passed the examination conducted by Institution.

Response: 338

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.19

File Description	Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) is proud of its cutting-edge research facilities, which are continually updated to align with advancements across various disciplines. The university is dedicated to nurturing a strong research culture and has developed a comprehensive policy framework to guide and encourage research initiatives. This framework includes specific guidelines and objectives to ensure that the research conducted at the institution adheres to high academic and ethical standards.

DSVV is equipped with extensive infrastructure that supports research aligned with its core mission to tackle personal and societal challenges through focused studies in Health, Culture (Indology), Technology, and Sustainability. The university features dedicated research centers, including:

- Brahmavarchas Research Institute
- The Center for Baltic Culture & Studies
- The Yagyavalkya Center for Yagya Research
- The Center for Artificial Intelligence & Research

Additionally, DSVV has established advanced laboratories to support specific research objectives. The Complementary and Alternative Therapy Labs create a patient consultancy environment for research. Meanwhile, the Center for Recycling & Handmade Products (Self-Employment Centre) and Rural Production facilities, along with the Herbal Medicine Product Laboratory, foster research and innovation in rural entrepreneurship.

The university's research promotion policies include several key components:

- Financial assistance and support for research publications, with incentives for authors.
- The Pandit Shriram Sharma Acharya Scholarship for undergraduate, graduate, and PhD students.
- Fee waivers, financial assistance, and accommodation benefits for members pursuing PhDs.
- Case-by-case seed funding and financial support for individual faculty members' research initiatives and laboratory establishment.

This meticulously crafted research policy is publicly available on the university's official website, ensuring transparency and providing faculty, researchers, and students with a clear understanding of institutional expectations and support mechanisms. By offering online access to this policy, DSVV promotes a culture of academic inquiry and collaboration, facilitating alignment of research efforts with the university's strategic goals.

Furthermore, DSVV's administration actively supports the implementation of these research policies through various initiatives, including access to advanced research tools, well-equipped laboratories, and a

variety of scholarly resources. Faculty and researchers are encouraged to engage in interdisciplinary studies, which are considered crucial for addressing complex global issues. The university also promotes partnerships with other academic institutions, industries, and research organizations, both nationally and internationally, to enhance collaborative research efforts.

The commitment to research promotion goes beyond policy. DSVV provides incentives and recognitions for exceptional research contributions, motivating scholars to pursue innovative and impactful work. Regular workshops, conferences, and seminars are organized to facilitate knowledge exchange and keep the research community informed about the latest developments in their fields.

In summary, Dev Sanskriti Vishwavidyalaya is devoted to fostering a dynamic research environment, supported by a clearly defined and actively implemented policy framework. Through ongoing enhancements to its research facilities and transparent promotion policies, the university aims to empower its academic community to make meaningful contributions to knowledge creation and societal advancement.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 13.03

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
3.69	51.56	9.91	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 5.92

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

Response: 10

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 18.02

3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 20

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 111

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 363.39

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years

Response: 0.03

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 5

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
E-copies of the grant award letters for research projects sponsored by government agencies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the

creation and transfer of knowledge/technology and the outcomes of the same are evident**Response:**

Dev Sanskriti Vishwavidyalaya (DSVV) has launched an Incubation Centre that actively encourages entrepreneurship through various initiatives, including workshops, weekend programs, innovative idea competitions, and extensive support for startups via its Sanskriti Center for Incubation and Entrepreneurship Training. These initiatives particularly emphasize the promotion of social entrepreneurship. DSVV's vibrant ecosystem is tailored to inspire innovation and nurture an entrepreneurial mindset, especially in tackling social issues. The university prioritizes rural development, sustainability, and entrepreneurship as fundamental components of its mission.

A notable aspect of DSVV's ecosystem is its emphasis on herbal innovation. The university has created a distinctive, herb-based environment that fosters the development of new herbal products, nutraceuticals, and innovations in traditional medicine. Examples of this commitment include herbal mixtures, immune-boosting teas created in response to the COVID-19 pandemic, and immune candies, all showcasing the university's dedication to herbal research and entrepreneurship.

In addition to herbal innovations, DSVV promotes creativity and innovation through its specialized departments in Animation, Media, and Printing. The university's successes include reaching the final round of Toycathon 2021 with the Panch Mahabhut Game and producing Pragya Tale Animations. These projects exemplify the university's thriving innovative spirit within its spiritually enriched environment. The School of Technology, Communication, and Management further advances developments in computer programming and IT-related fields.

DSVV's creative ecosystem is enhanced by its cutting-edge studio for film and media collaborations, as well as its field laboratories dedicated to medicinal plant sciences. These facilities encourage exploration in technology, herbal sciences, and entrepreneurship. The university has developed over 70 products across 10 categories, supported by its Herbal Pharmacy, Herbal Garden, Yagyavalkya Center for Yagya Research, and field laboratories focused on medicinal plants. To bolster research-driven innovation, DSVV launched a new Cell and Molecular Biology facility in 2023.

Additionally, the university has established the Centre for Artificial Intelligence & Research, further solidifying its commitment to promoting innovation. Through the Sanskriti Center for Incubation and Entrepreneurship Training and its Institutional Innovation Cell, DSVV regularly organizes entrepreneurship workshops, weekend programs, and innovative idea competitions, cultivating a dynamic startup ecosystem.

In 2022, DSVV introduced the Ministry of Education's Institutional Innovation Council, aimed at fostering innovation among students. This initiative provides students with the skills, knowledge, and entrepreneurial mindset necessary for success. For example, an online interaction on September 10, 2023, allowed students to engage with a successful entrepreneur who shared her journey.

In summary, DSVV's initiatives to promote entrepreneurship and innovation across various fields, such as herbal research, animation, media, and technology, underscore its unwavering commitment to addressing societal challenges and nurturing a culture of creativity, enterprise, and sustainable development.

File Description	Document
Upload any additional information	View Document
Link for Additional Informationa	View Document

3.3.2

Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years

Response: 6

File Description	Document
Institutional data in the prescribed format (data template)	View Document
e- Copies of award letters issued by the awarding agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Research Publications and Awards**3.4.1**

The institution ensures implementation of its stated Code of Ethics for research

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 through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI.	View Document

3.4.2**Total number of Patents awarded during the last five years****Response:** 37

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	View Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3**Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 1.07**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 64

3.4.3.2 Number of teachers recognized as guides during the last five years

Response: 60

File Description	Document
PhD Award letters to PhD students.	View Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.4**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

Response: 0.08

3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years

Response: 14

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document

3.4.5**Number of books and chapters in edited volumes published per teacher during the last five years**

Response: 0.28**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 47

File Description	Document
List of chapter/book with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.6*E-content is developed by teachers :*

- 1. For e-PG-Pathshala*
- 2. For CEC (Under Graduate)*
- 3. For SWAYAM*
- 4. For other MOOCs platform*
- 5. Any other Government initiative*
- 6. For institutional LMS*

Response: E. None of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
Give links to upload document of e-content developed showing the authorship/contribution	View Document
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	View Document

3.4.7**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 3.15

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.8**Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 4

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 23.47**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2023-24	2022-23	2021-22	2020-21	2019-20
4.8	2.4	2.34	00	13.93

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

The university is steadfastly committed to channelling its resources towards the founder Pt. Shriram Sharma Acharya's vision of nurturing students into dedicated and enlightened individuals characterized by kindness, compassion, selflessness, and warmth.

The collective efforts of DSVV stakeholders—students, faculty, and administration—focus on addressing various social challenges across seven key dimensions. These encompass initiatives such as elevating spiritual consciousness, 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 one-month Social Internship, the institution organized training sessions on Yoga, Yagya, and life-management to enhance students; holistic well-being during challenging times.

Additionally, various activities under NSS, NCC, and Scout groups, including tree plantation drives, online camps, awareness programs, and parade sessions, contributed to community engagement and environmental consciousness.

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

younger population.

Rural development activities, both within the university premises and off-campus, include flora preservation drives, solid-waste management projects, plastic-free campus drives, and upcycling processes. These efforts are making a significant impact, sustaining practices of community development, and fostering a culture of social responsibility and environmental care among staff, students, and scholars.

? Adoption of 5 Villages by the university

? Ganga Swachta Abhiyan

? Counselling Centre for the society

? Anti-Drug Awareness program

? Cyber Security Awareness Program

? Peace and Social well-being Program

? NSS Camps

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 43

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
08	12	12	05	06

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

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

Response: 60

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

The University is fully equipped with all mandatory facilities to generate interest among the students for yoga, sports and cultural activities. The sports facilities available in the campus include 30000 sq.mtr. outdoor sports complex that includes 1 Football ground, 1 national level cricket academy, 1 another practice ground for cricket, 3 Volleyball courts, 1 Basketball court, 6 Badminton courts, 1 Kho-Kho court, 2 Kabaddi courts and Track and Field facilities including facilities for steeplechase events. The University also has prodigious indoor sports facilities that includes 4 Table Tennis Tables, a fully equipped Gymnasium with multi-gym, powerlifting and weightlifting facilities, judo and wrestling halls and facilities to play chess, carrom and other indoor sports.

To promote interest of the students in cultural activities, the University has a dedicated auditorium and a fully-functional Music and Cultural Cell. This Cell provides regular training to the students and ensures their participation in intra-university, inter-university and national level events. The students of the University have participated in numerous National and International events and have secured prominent positions.

The University is well-known for its world-class Yoga facilities and has a dedicated faculty for Yoga and Health that is equipped with 9 Yoga Halls, 3 Cleansing Halls and modern Yogasana practice equipment. It is worth noting that the University is among the selected few Universities of India that has been granted the status of Leading Yoga University by IYA.

File Description

Document

Upload any additional information

[View Document](#)

Provide the link for additional information

[View Document](#)

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**Response:** 49.64**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
732.7	457.93	344.13	180.52	319.74

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource**4.2.1**

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The University has a stupendous Central Library located in the Sardar Vallabhbhai Patel building, which is equipped with all the latest facilities and is entirely capable to cater the needs of the students, research scholars and the faculty. The Library has 45500 books 23 journals periodicals, 3,000 backvolumes, 180 theses, e-books and manuscripts.

The University started automation of its Library in 2003 with the use of LMS (Library Management Software) RAMLIB, which was upgraded to Library Management Software SOUL 2.0 in 2013 and later on to SOUL 3.0 in 2021. It is an ultramodern integrated library management software designed and developed by INFLIBNET. The library is also furnished with proficient track and trace RFID (Radio Frequency Identification) Technology that allows users to enter, search catalogue, borrow and return books without human assistance. It also has the Content Management System (CMS) and RFID check

gates to fortify the automation process.

The OPAC (Online Public Access Catalogue) of Library has a technical section that guarantees acquisition and cataloguing of books via SOUL software by entering the required data; such as budget approvals, processing of invoices etc. RFID tagging & Barcode pasting using Devi Decimal Classification (DDC) are also managed through this section. The circulation Section is equipped with the computer terminal for transactions and a Kiosk for issuing and returning books. In addition, Library also uses OCS 2.0 Portal, which is designed and developed by the INFLIBNET Centre. It is mainly used to promote cooperative cataloguing and avoid duplication. It is one of the initiatives which helped University to develop its own catalogue using INFLIBNET's Union Catalogue (IndCat). It is fully supported by SOUL and other Library Management Software.

The Library has a steadfast digitization section, where digitization of dissertations, thesis, books and manuscripts is done by employing quality scanners; such as Canon DR-C130, Canon LiDE 120 and HP 1510. Complete digitization of the 3397 books written by founder-patron Pt Shriram Sharma Acharya ji was done as part of this project and all those e-books along with their QR codes are now available for readers

File Description	Document
Upload any additional information	View Document
Provide the Paste link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 0.45

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
2.90	6.51	3.09	1.68	4.28

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

This University has a scrupulous IT policy based on recent IT Act to oversee the maintenance of its IT equipment and computing facilities as per the budgetary provisions. The IT Policy of the University functions on fundamental principles of providing academic freedom to its users, while ensuring the provisions of confidentiality and privacy as well as accountability for University resources. The policy is aimed to ensure the secure, efficient, and effective use of information technology. It also covers areas such as data security, email usage, internet access, software installation, and device usage.

Budgetary provisions are a crucial aspect of IT planning of the University. University allocates appropriate funds to support its technology needs, including hardware, software, networking infrastructure, security measures, and support staff. Updating IT facilities, including Wi-Fi facilities, is also an essential aspect of IT management. Technology is constantly evolving, and organizations must stay up-to-date with the latest hardware, software, and infrastructure to remain competitive and secure. This includes upgrading hardware such as servers, replacing outdated software, and enhancing network infrastructure. Upgrading Wi-Fi facilities also includes increasing bandwidth to support more devices, implementing security protocols, and expanding coverage to areas of the organization that previously lacked Wi-Fi access.

In accordance to the policy, all the standalone as well as designated computers, network systems are looked after by the technical assistants of the respective departments. All UPS, Computers, and Network/Firewall equipment are managed by the IT Cell and are regularly upgraded. The respective department handles routine computer maintenance, wifi connectivity, software installations and networking. The University provides ICT classrooms and computer labs along with space and

LAN/WIFI connectivity in the labs for students.

The University has 30 ICT classroom/seminar halls. The computers and 1gbps internet facilities are provided to all the students and staff of the University. The University has a total of 515 computers, out of which 247 computers are reserved for students while 268 computers are set aside for academic and administrative staff. The SOPHOS hardware firewall devices are installed by University for database and network security. In addition, IT Cell of the University also manages all 291 CCTV surveillance cameras installed in the campus. In addition, IT services of the University remain committed to the Green Computing.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

Student - Computer ratio (Data for the latest completed academic year)

Response: 4.73

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 237

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	View Document
Purchased Bills/Copies	View Document

4.3.3

Institution has the following Facilities for e-content development and other resource development

- 1.Audio visual center, mixing equipment, editing facilities and Media Studio**
- 2.Lecture Capturing System(LCS)**
- 3.Central Instrumentation Centre**
- 4.Animal House**
- 5.Museum**
- 6.Business Lab**
- 7.Research/statistical database**
- 8.Moot court**

- 9.Theatre**
10.Art Gallery
11.Any other facility to support research

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 79.77

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
640.66	368.11	1400.83	271.57	589.38

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The university has a well-defined Estate Management policy that entails the procedures to provide safe, clean, green and disable-friendly campus to all its stakeholders, apply modern engineering concepts for the better optimization of resources and provide budgetary provisions to ensure maintenance of whole infrastructure, including physical, academic and support facilities. In accord with this policy, all departments are expected to identify requirements of their department that include annual maintenance of existing infrastructure, requirement of new infrastructure, enhancement of facilities in the form of various laboratories; libraries; sports and gymnasium activities etc. and present them to the Estate Department of the University.

The Estate Officer presents this to the designated committee of the University to create a draft proposal, which is then presented to the Finance Committee to allow adequate budgetary provisions to be made and then to the Board of Management to receive administrative approval. The proposal is finally submitted to the Board of Governors for their approval. This proposal is prepared while ensuring the regular maintenance and upkeep of facilities, safety protocols, allocation and scheduling of facilities, user responsibilities, usage fees, record -keeping and provisions of continuous improvement.

For better functioning, the University has dedicated departments for:

1. Civil, Carpenter & Fabricator work, which is supervised by Nirman Vibhag (Department of Construction),
2. Electrical maintenance work, supervised by Vidyut Vibhag (Department of Electricity),
3. Plumbing & Generator work, supervised by Jalkal Vibhag (Department of Waterworks) and
4. Gardening and Horticulture work, supervised by Udyan Vibhag (Department of Gardening and Horticulture). The university has a clear provision for maintenance of its equipments; such as fire

extinguishers, air conditioners, water-purifiers, water coolers, photocopy machines, laboratory equipments and IT systems; which is done either via Annual Maintenance Contracts or via dealers authorised by the Purchase Committee.

The housekeeping units preserve the cleanliness of entire campus under the monitoring of the Estate Department. The cleanliness and upkeeping of the laboratories are carried out by the respective departments while the repair and maintenance work is done through competent agencies who also ensure regular check-ups and calibration of the equipment. The University has wonderful sports and games facilities, which are maintained by the Sports Department. An architectural delight, the campus has been designed to provide an Indian culture setting that enhances learning, while simultaneously showcasing the concept of a modern smart, green and dynamic building.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 32.52

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
180	130	355	1208	117

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Dev Sanskriti Vishwavidyalaya is dedicated to providing high-quality education and career counseling to prepare students for competitive exams. The successful establishment of the Career Counseling Cell exemplifies this commitment, enabling students to effectively prepare for competitive exams, tackle real-world problems, and discover viable solutions.

Career Guidance Cell

Recognizing the crucial role of career guidance in shaping students' futures, DSVV's Career Guidance Cell is integral to the Mentor-Mentee Scheme. In collaboration with faculty mentors, the cell offers comprehensive career support, which includes:

1. Workshops and seminars on various career paths.
2. Tailored career counseling sessions.
3. Help with job interview preparation and skill enhancement.
4. Opportunities for internships and connections with industry professionals for practical experience.

Additionally, the cell partners with alumni to establish mentorship opportunities, allowing students to learn from the experiences of successful graduates.

Professional Internship in the Career Guidance Centre: Following a successful short-term internship program, DSCGC aims to launch professional internships for students during their studies. These internships provide field exposure while fostering work ethics and organizational skills among students. Various workshops and lecture series have been introduced within the Career Guidance Cell, with detailed reports available on the university's website. - <https://www.dsvv.ac.in/internship/>

Psycho-Spiritual Counselling Cell

To tackle the distinct challenges encountered by students from varied backgrounds, DSVV has established a Psycho-Spiritual Counselling Cell called Disha. This cell merges contemporary psychological methods with spiritual insights, offering a comprehensive approach to mental health and well-being. The services provided include:

1. Individual counseling for personal or emotional issues.
2. Group therapy sessions to address shared challenges and promote peer support.
3. Workshops focusing on stress management, emotional intelligence, and mindfulness.
4. Spiritual practices such as meditation and yoga to enhance mental well-being.

The Psycho-Spiritual Counselling Cell works alongside faculty mentors to identify students who require additional support, facilitating a seamless referral process.

Comprehensive Mentoring Approach

DSVV's Mentor-Mentee Scheme ensures continuous guidance throughout students' academic journeys. Each student is paired with a faculty mentor who provides both academic and personal support. The mentoring process includes:

1. Regular one-on-one meetings between mentors and mentees.
2. Group mentoring to foster peer learning and assistance.
3. Monitoring academic progress and intervening as needed.
4. Advice on extracurricular activities and personal growth opportunities.

Unique aspects of DSVV's holistic educational framework are incorporated into this scheme:

1. **Spiritual Development:** Mentors help students cultivate their spiritual potential through daily

practices such as yoga, meditation, and rituals.

2. **Community Service:** The university's internship program requires students to commit time to community service, which is integrated into the mentoring process.
3. **Cross-Cultural Understanding:** Given the diversity of the student body, mentors assist in fostering cross-cultural understanding and adaptation.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)
4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	View Document
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	View Document
Report with photographs on Language & communication skills enhancement programs	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format (data template)	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Institutional data in the prescribed format (data template)	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 2.07

5.2.1.1 *Number of outgoing students placed year wise during the last five years*

2023-24	2022-23	2021-22	2020-21	2019-20
09	02	20	08	08

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 8.69

5.2.2.1 Number of outgoing students progressing to higher education

2023-24	2022-23	2021-22	2020-21	2019-20
34	28	35	54	56

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.3

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 4.15

5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)

Response: 103

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 last five years

Response: 8

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
4	1	1	0	2

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Although the University does not have a student council, it has various student initiatives; such as Student Clubs, Spiritual Study Circles, Houses of the students and Student Welfare Department to ensure welfare and comprehensive development of the students. Student welfare department ensures provision of an adroit system to support and mentor its students. Being a varsity with spiritual background, Dev Sanskriti Vishwavidyalaya enjoys the space to offer guidance and support to its students at professional, personal, social and spiritual fronts. The dedicated schemes and practices ensure the welfare and upliftment of students and are collectively undertaken by the Pro Vice Chancellor and Student Welfare Office that together bring efficiency to the same. Additionally, financial assistance, scholarships and other initiatives such as Srijana offer support to the students from underprivileged background.

The student clubs of the University include:

- Disha and Aarogyam Club, that was established to provide a comprehensive mental health and precautionary and informative health services to all students;
- Shoorma Club, created for enthusiastic adventurers to undertake and organize adventure events such as trekking, camping, Jungle safari, Rafting, Rock-climbing, Rappelling, Parasailing, Paragliding, Bungee Jumping etc.
- Sambhavna Club, where students can meet to read and write. It is based upon using the creativity skills it takes to be a writer.

Other such clubs include Jigyasa, for organising quizzes, Kriti for Arts and Crafts activities, Sanskriti,

Seva and Rakshak clubs. They all are run by the students under the supervision of Student Welfare Department and contribute significantly in the Institutional Development.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 0.07

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	.07	0	0

File Description

Document

List of alumnus/alumni with the amount contributed year-wise

[View Document](#)

Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The alumni of Dev Sanskriti Vishwavidyalaya (DSVV) play an essential role, making significant contributions both nationally and internationally. They are actively engaged in supporting the development of their respective departments and serve as a guiding influence in the university's ongoing advancement. Their involvement goes beyond mentorship, as they significantly shape the academic and professional trajectories of current students.

The "Alumni Speak" sessions, arranged by CSGP (Career Support Guidance and Placement) Cell have greatly impacted students, creating a robust connection between alumni and current learners. These

sessions not only motivate but also deepen students’ understanding of various career options and professional pathways. Alumni contribute their expertise by leading technical sessions and industry-focused discussions, which are crucial for preparing students for the workforce. Furthermore, the alumni network has been vital in offering internship and placement opportunities, effectively narrowing the gap between academic education and industry expectations. Their participation bolsters the university’s career development ecosystem, providing students with essential resources as they transition into their careers.

In addition to their professional support, alumni embody the values and principles of DSVV, championing community service and holistic education. Their volunteer efforts in various institutional initiatives—such as women's empowerment, youth awareness programs, environmental conservation, educational outreach, and drug addiction prevention—highlight their commitment to societal improvement. These activities take place year-round, showcasing the strong dedication of DSVV alumni to tackling pressing social issues.

Moreover, the university involves alumni in crucial institutional activities like curriculum development, the establishment of laboratories, and the creation of departmental add-on courses. Their participation ensures that the university stays aligned with modern educational standards and industry demands.

In summary, DSVV’s alumni act as brand ambassadors, representing the university’s ethos, principles, and values on a global platform. Their commitment to community service and professional excellence reflects the institution's mission of delivering holistic education and nurturing dedicated, responsible citizens. The continuous collaboration between DSVV and its alumni reinforces the university’s leadership role in education and social advancement.

For more information on the DSVV Alumni Association, please visit the university's website: <https://www.dsvv.ac.in/alumni/>

DSVV Alumni Association Details.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) serves as a model of governance and leadership deeply aligned with its founding vision and mission. The university's motto, "A University for the Global Cultural & Spiritual Renaissance," reflects its distinctive approach. This is evident in its practices, such as the implementation of the National Education Policy (NEP), continuous institutional growth, decentralization, participatory governance, and both short-term and long-term planning.

Vision

Inspired by the teachings of Pt. Shriram Sharma Acharya, DSVV has designed its academic programs to ensure the effective realization of its objectives. The university aims to combine modern education with spiritual guidance to cultivate graduates who are not only skilled and well-rounded but also possess a deep scientific understanding of spiritual transformation. These graduates are driven to make meaningful contributions to society. The motto, "A University for the Global Cultural & Spiritual Renaissance," aptly captures this vision.

Mission

The university's mission includes:

1. Merging traditional education with science and spirituality.
2. Nurturing students who are dedicated, virtuous, and knowledgeable.
3. Integrating scientific spirituality into everyday life.
4. Developing citizens with strong nationalistic values.
5. Cultivating future leaders who embody human values and promote universal brotherhood.

Institutional Governance Aligned with Vision and Mission

DSVV's governance framework is structured to bring its vision and mission to life through the following key areas:

1. **Academic Programs:** The curriculum integrates modern education with spiritual training, producing graduates who excel both academically and spiritually.
2. **Administrative Structure:** The administration supports students' holistic development, emphasizing academic achievement and character building.

Implementation of the National Education Policy (NEP)

DSVV's governance aligns with the NEP 2020 through:

1. **Multidisciplinary Approach:** Expanding interdisciplinary programs to support holistic education.
2. **Skill Development:** Prioritizing practical skills and employability, in line with NEP guidelines.
3. **Indian Knowledge Systems:** Emphasizing Indian cultural wisdom, aligning with NEP's focus.
4. **Flexible Learning:** Offering multiple entry and exit options in degree programs as recommended by the NEP.

Sustained Institutional Growth

Since its inception, DSVV has seen steady growth in academic expansion, infrastructure, research, and community outreach.

Decentralization and Participatory Governance

DSVV promotes decentralized, participatory governance by:

1. Allowing departmental autonomy.
2. Encouraging faculty involvement.
3. Including student representation.

Short-term and Long-term Planning

DSVV incorporates both short-term and long-term strategies:

- **Short-term:** Annual academic and administrative goals, along with regular curriculum updates.
- **Long-term:** Five-year strategic plans and decade-long vision documents for institutional growth.

Unique Governance Features

Several distinct aspects define DSVV's governance model:

1. Value-based leadership.
2. Holistic student development.
3. A global perspective rooted in Indian culture.

In conclusion, Dev Sanskriti Vishwavidyalaya's governance and leadership are a testament to its unwavering commitment to its founding vision and mission. By blending traditional wisdom with modern educational practices, DSVV has fostered a unique institutional culture that supports the holistic development of its students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has implemented a comprehensive institutional perspective plan that is effectively deployed across various facets of its operations. The functioning of institutional bodies demonstrates efficiency and effectiveness, as evidenced by the university's policies, administrative setup, appointment processes, service rules, and procedural frameworks.

Institutional Perspective Plan Deployment

DSVV's institutional perspective plan is structured around key objectives that reflect its mission:

1. Enhancing Academic Excellence:

- Strategies: The university focuses on continuous curriculum development and faculty training programs.
- Outcomes: These efforts have resulted in increased student enrollment and higher graduate employability rates.

2. Promoting Research and Innovation:

- Strategies: DSVV has established dedicated research centers and conducts grant writing workshops to support faculty and researchers.
- Outcomes: There has been a notable increase in research publications and successful acquisition of research funding.

3. Community Engagement and Outreach:

- Strategies: The university implements social internships and various extension activities.
- Outcomes: These initiatives have garnered positive community feedback and enhanced student learning experiences through practical application of knowledge.

Administrative Setup and Professional Structure

DSVV's administrative setup is designed to support its academic mission efficiently:

1. Academic Affairs:

- Roles: Led by a Dean and supported by Program Directors.
- Functions: Oversees curriculum development and provides comprehensive faculty support.

2. Administration:

- Roles: Includes key positions such as Registrar and HR Manager.
- Functions: Manages student records, handles staff recruitment, and ensures adherence to institutional policies.

3. Finance:

- Roles: Headed by a Finance Officer, supported by accountants.
- Functions: Responsible for budget management and financial reporting, ensuring fiscal responsibility and transparency.

Appointment Processes and Service Rules

DSVV has established robust appointment processes and service rules that reflect its commitment to maintaining high standards of professionalism and integrity:

1. Recruitment:

- Method: Positions are advertised openly, ensuring transparency and equal opportunity covering Qualification criteria and experience are clearly aligned with the job.

2. Selection:

- Process: Involves comprehensive interviews and assessments to ensure the selection of the most suitable candidates.

3. Induction:

- Orientation Program: New hires undergo orientation sessions that introduce them to the university's unique ethos.

4. Service Rules:

- Code of Conduct and Performance Evaluation are the integral part.

Procedural Efficiency

DSVV's commitment to procedural efficiency is evident in various aspects of its operations:

1. Decision-Making Processes: A decentralized approach for effective management
2. Communication Channels: A clear communication channels: among all the stakeholder
3. Resource Allocation: Transparent procedures for allocating resources
4. Quality Assurance: Internal quality assurance mechanisms are implemented

Integration of Vision and Governance

A distinctive feature of DSVV's institutional functioning is the seamless integration of its foundational vision with modern governance practices:

1. Value-Based Decision Making:

- All institutional policies and procedures are underpinned by DSVV's core values of spiritual growth and social responsibility.

2. Traditional Wisdom in Modern Governance:

- DSVV incorporates elements of traditional Indian wisdom in its governance structures, such as emphasizing consensus-building and ethical leadership.

Continuous Improvement and Adaptation

DSVV's institutional perspective plan and governance structures are subject to ongoing evaluation and improvement through Regular Reviews covering all plans and perspectives.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Institutional data in the prescribed format (data template)	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has implemented a comprehensive system for performance appraisal, career development, and staff welfare that reflects its commitment to fostering a supportive and growth-oriented environment for both teaching and non-teaching staff.

Performance Appraisal System

DSVV utilizes the Performance Based Appraisal System (PBAS), which serves as a cornerstone for annual self-assessment and promotional considerations. This system is designed to:

1. Evaluate Performance: Assess the extent to which teaching and non-teaching staff meet the university's expectations.
2. Provide Feedback: Offer constructive feedback to help employees enhance their skills and performance.
3. Inform Decision-Making: Guide decisions related to promotions, training needs, and career development opportunities.

The PBAS at DSVV likely incorporates several key components:

1. Self-Assessment: Staff members reflect on their achievements, challenges, and areas for improvement.
2. Peer Review: Colleagues provide input on an individual's performance and contributions.
3. Student Feedback: For teaching staff, student evaluations are likely considered as part of the appraisal process.
4. Quantitative and Qualitative Metrics: Measurable indicators such as research output, teaching hours along with Innovation in Teaching Method, mentorship are considered.

Career Development and Progression

DSVV recognizes the importance of providing clear pathways for career advancement to motivate staff and foster long-term commitment. The university's approach to career development includes:

1. Promotional Avenues: Clearly defined criteria and processes for career progression within the institution.
2. Professional Development Support: Financial assistance for attending conferences, workshops, and training programs.
3. Research Support: Encouragement and resources for engaging in research activities and publications.
4. Overseas Training Opportunities: Financial support for international programs and training, broadening staff members' global perspectives.
5. Skill Enhancement Programs: Regular workshops and seminars to enhance both technical and soft skills.

Welfare Measures

DSVV has implemented a comprehensive array of welfare measures that address the physical, emotional, and professional well-being of its staff:

1. Educational Benefits:

- CBSE-affiliated 'A' Graded higher secondary school for staff children, ensuring quality education for employees' families.

2. Healthcare Provisions:

- Fully functional medical facility with 24/7 ambulance service.
- Employee Health Card for comprehensive medical coverage.
- Maternity and paternity leave policies, supporting work-life balance.

3. Financial Security:

- Employee Provident Fund, providing long-term financial security.
- Retirement benefits, ensuring post-employment financial stability.

4. Professional Development Support:

- Financial assistance for conference and workshop participation.
- Support for research publications, encouraging academic contributions.

5. Work Environment:

- Complimentary well-furnished staff quarters.
- Coverage of utilities (electricity, water) by the university.
- LAN/Wi-Fi facilities.
- Free mobile service, facilitating communication.

6. Additional Benefits:

- Free gas cylinders and complimentary dining facilities, addressing basic needs.
- Flexible working arrangements, promoting work-life balance.

Integration with University Philosophy

DSVV's approach to performance appraisal, career development, and staff welfare is deeply integrated with its unique educational philosophy:

1. Holistic Development: Focus on both professional growth and personal well-being
2. Spiritual Values: The incorporation of spiritual well-being in staff welfare

Challenges and Future Directions

While DSVV's current systems appear comprehensive, there may be areas for further development like Technology Integration, Customization, Work-Life Balance and Global Benchmarking.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 1.19

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
4	3	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 5.77

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
13	2	8	9	2

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has established a comprehensive and transparent financial management system that reflects its commitment to integrity and accountability. As a self-financed and self-funded institution, privately sponsored by Shri Vedmata Gayatri Trust, Shantikunj, Haridwar, DSVV has implemented a robust strategy for fund mobilization and optimal resource utilization.

Budgeting and Financial Planning

The university's financial planning process is characterized by a systematic and collaborative approach:

1. Annual Budget Preparation: The Finance Officer of Shri Vedmata Gayatri Trust takes the lead in preparing the annual budget. This process involves:
 - Analyzing current financial variances
 - Considering actual expenditures from previous years
 - Adhering to norms established by the University's Finance Committee
2. Stakeholder Involvement: Various departments and units within the university are likely consulted during the budgeting process to ensure comprehensive coverage of all financial needs and opportunities.
3. Long-term Financial Planning: Beyond annual budgets, DSVV likely engages in multi-year financial projections to align its financial strategies with its long-term academic and institutional

goals.

Diversification of Funding Sources

DSVV recognizes the importance of diversifying its funding sources to enhance financial stability and flexibility:

1. Grants: The university actively seeks research grants and project funding from various governmental and non-governmental organizations. This not only provides additional financial resources but also enhances the institution's research profile.
2. Donations: DSVV has likely established a robust alumni network and donor engagement program to encourage philanthropic contributions.
3. Sponsorships: Partnerships with corporate entities and other organizations for sponsored research, events, or facilities provide another avenue for fund mobilization.
4. Revenue-generating Activities: The university is engaged in various revenue-generating activities such as:
 - Offering short-term courses or workshops
 - Providing consultancy services

This diversification strategy helps reduce dependence on any single funding source and provides greater financial flexibility.

Building Partnerships and Collaborations

DSVV places significant emphasis on building strategic partnerships and collaborations:

1. Academic Collaborations: Partnerships with other universities, both national and international, for joint research projects, student exchange programs, and shared resources.
2. Industry Partnerships: Collaborations with industry players for sponsored research, internships, and technology transfer opportunities.
3. Community Engagement: Partnerships with local organizations and government bodies for community development projects, which can attract funding and enhance the university's social impact.
4. Research Consortia: Participation in multi-institutional research consortia to leverage shared resources and expertise, potentially attracting larger grants and funding opportunities.

Transparency and Accountability

DSVV has established a strong culture of transparency and accountability in its financial management:

1. Regular Reporting: Periodic financial reports are likely prepared and shared with relevant stakeholders, including the Board of Trustees, academic leadership, and potentially the broader university community.
2. Internal Audits: Regular internal audits are conducted to ensure compliance with financial policies and identify areas for improvement.
3. Independent External Audits: Annual external audits by certified public accountants (CA's) provide an additional layer of financial oversight and credibility.

This commitment to transparency not only builds trust with stakeholders but also enhances the university's reputation and potentially attracts more funding opportunities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 175.86

6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
12.34	23.93	75.34	0	64.25

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	View Document
Annual audited statements of accounts highlighting the grants received.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has established a comprehensive and rigorous system of financial auditing that encompasses both internal and external audits.

Background and Legal Framework

DSVV is sponsored by Shri Vedmata Gayatri Trust, a charitable organization registered under Section 12AA of the Income Tax Act, 1961. The trust's initial registration dated November 27, 1973 (order number 29(SHN)/12490/73-74), has been recently renewed in compliance with evolving regulatory requirements. The trust secured compulsory re-registration on September 23, 2022, with the new registration number AAATV1261CE20161, valid for five years from the Assessment Year (AY) 2022-23 to AY 2026-27.

Furthermore, the trust maintains registration under Section 80G of the Income Tax Act, 1961, which allows donors to claim tax deductions for their contributions. This registration (number AAATV1261CF20219) was approved on September 23, 2021, and is valid for five years from AY 2022-23 to AY 2026-27.

External Financial Audit Process

The external financial audit of DSVV is conducted in conjunction with the audit of its sponsoring trust, Shri Vedmata Gayatri Trust. This integrated approach ensures a comprehensive review of the financial transactions and statements of both entities. It includes:

1. Appointment of Chartered Accountants: A reputable firm of Chartered Accountants is engaged to conduct the annual financial audit.
2. Scope of Audit: The external audit encompasses a thorough examination of financial statements, including income and expenditure accounts, balance sheets, and cash flow statements. It also involves verification of assets, liabilities, income sources, and expenditure patterns.
3. Compliance Review: Auditors assess compliance with relevant accounting standards, tax laws, and regulatory requirements specific to educational institutions and charitable trusts.
4. Form 10B Submission: As part of the audit process, the auditors prepare and submit Form 10B, which is a mandatory requirement for trusts registered under Section 12A of the Income Tax Act.
5. Online Submission: In line with modern regulatory practices, the audit reports are uploaded online.
6. Separate University Audit: While the university's audit is conducted in conjunction with the trust's audit.

Internal Audit Mechanisms

DSVV has implemented a robust internal audit system that complements the external audit process. This internal audit mechanism serves multiple purposes:

1. Internal Control: to strengthen the university's internal control mechanism.

2. Internal Check: Regular internal checks are conducted to verify the accuracy of financial transactions and to identify any discrepancies.
3. Financial Transaction Validation: Every financial transaction undergoes a validation process to ensure its legitimacy and accuracy.
4. Departmental Audits: Material head-wise audits are conducted for various departments.

Audit Objection Settlement Mechanism

The university has established a systematic approach to address and settle audit objections:

1. Immediate Response: Upon receiving audit objections.
2. Documentation Gathering: Relevant documents and explanations from concerned Departments.
3. Corrective Actions: Where necessary, corrective actions are implemented.
4. Follow-up Audits: Subsequent audits specifically follow up on previous objections.

Integration of Audit Findings in Institutional Governance

DSVV leverages the insights gained from both internal and external audits to enhance its financial management and overall governance for policy Refinement, Resource Allocations, Risk Management, Transparency Initiatives and Strategic Planning.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

DSVV Internal Quality Assurance Cell (IQAC) has played a pivotal role in institutionalizing quality assurance strategies and processes, demonstrating significant contributions to the university's overall academic and administrative excellence.

Comprehensive Quality Assurance Framework

The IQAC at DSVV has established a comprehensive quality assurance framework that encompasses various aspects of the university's functioning:

1. Teaching-Learning Process Review:
 - Regular evaluation of teaching methodologies
 - Assessment of curriculum relevance and effectiveness
2. Structural and Methodological Enhancements:
 - Periodic review of organizational structures
 - Evaluation and improvement of operational methodologies
3. Learning Outcome Assessment:
 - Systematic analysis of student performance metrics
 - Alignment of learning outcomes with industry and societal needs

Incremental Improvements Over the Preceding Five Years

The IQAC's initiatives have led to several incremental improvements in the university's quality parameters:

1. Curriculum Development:
 - Implementation of Choice Based Credit System (CBCS)
 - Integration of interdisciplinary approaches in course design
2. Faculty Development:
 - Organization of workshops and training programs for pedagogical enhancement
 - Promotion of research and innovation among faculty members
3. Student-Centric Learning:
 - Introduction of experiential learning methodologies
 - Enhancement of ICT-enabled teaching-learning processes
4. Infrastructure and Resource Augmentation:
 - Upgrading of laboratory facilities and equipment
 - Enhancement of library resources, including digital databases
5. Quality Culture Propagation:
 - Sensitization of all stakeholders towards quality consciousness
 - Regular conduct of academic and administrative audits

Post-Accreditation Quality Initiatives

Following the previous accreditation cycle, DSVV's IQAC has spearheaded several quality initiatives:

1. Feedback Mechanism Enhancement:
 - Development of a comprehensive feedback system encompassing students, parents,

alumni, and employers

2. Incubation Center and Innovation Council:

- Establishment of a dedicated Incubation Center to foster entrepreneurship
- Creation of an Innovation Council to promote creative thinking and problem-solving skills among students

3. NEP 2020 Implementation:

- Proactive measures to align university policies and practices with the National Education Policy 2020

Two Practices Institutionalized as IQAC Initiatives

1. Comprehensive Stakeholder Feedback System: The IQAC has institutionalized a robust feedback mechanism that systematically collects, analyzes, and utilizes input from various stakeholders:

- Students: Regular course and teacher evaluations, overall program satisfaction surveys
- Parents: Annual feedback on student progress and university services
- Alumni: Periodic surveys on curriculum relevance and career preparedness
- Employers: Feedback on graduate performance and industry requirements

This comprehensive feedback system has enabled DSVV to:

- Continuously refine and update its curriculum to meet evolving industry needs
- Enhance teaching methodologies based on student preferences and learning styles
- Improve campus facilities and services in response to user experiences
- Strengthen industry-academia partnerships for better graduate employability

The institutionalization of this practice has created a culture of continuous improvement and responsiveness to stakeholder needs, significantly enhancing the overall quality of education at DSVV.

1. **Incubation Center and Innovation Ecosystem:** The IQAC's initiative to establish an Incubation Center and Innovation Council has institutionalized a culture of entrepreneurship and innovation within DSVV:

- Incubation Center: Provides infrastructure, mentorship, and resources for student startups
- Innovation Council and Industry Partnership: Organizes workshops, hackathons, and to foster creative thinking along with collaboration with Industry Experts.

This practice has resulted in:

- Enhanced practical application of theoretical knowledge

Development of entrepreneurial skills among students

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: B. Any 4 of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)**Response:**

Dev Sanskriti Vishwavidyalaya (DSVV) has demonstrated a consistent commitment to quality enhancement over the past five years, implementing various initiatives in both academic and administrative domains. These incremental improvements reflect the institution's dedication to continuous growth and adaptation to evolving educational needs and standards.

Academic Domain: Integration of Online Learning Tools and Resources

One of the most impactful quality enhancement initiatives in the academic domain has been the comprehensive integration of online learning tools and resources. The implementation of this initiative encompassed several key components:

1. **Virtual Classroom Platforms and online Discussion forums:** DSVV adopted robust virtual classroom platforms that enable synchronous online learning experiences along with asynchronous learning and promotes continuous engagements.
2. **Multimedia Resources:** DSVV has significantly expanded its repository of multimedia learning resources, including video lectures, interactive simulations, and digital textbooks.
3. **Self-Paced Learning Modules and Interactive Assessment:** The initiative includes the development of self-paced learning modules that allow students to progress through course material at their own speed along with the implementation of Interactive assessment tools.

Impact and Outcomes:

The implementation of these online learning tools and resources has yielded significant positive outcomes:

- **Increased Student Engagement:** Analytics show a marked increase in student participation and time spent on learning activities.
- **Improved Learning Outcomes:** Preliminary data indicates improved performance on assessments and higher course completion rates.
- **Enhanced Flexibility:** Students report greater satisfaction with the flexibility offered by online and blended learning options.
- **Faculty Development:** Instructors have enhanced their technological competencies and pedagogical approaches for online and blended learning environments.

Administrative Domain: Student-Focused Service Delivery Approach

In the administrative domain, DSVV implemented a comprehensive student-focused service delivery approach aimed at streamlining administrative processes and enhancing overall student satisfaction. Key components of this initiative include:

1. **Centralized Service Desk:**The university established a centralized service desk that serves as a single point of contact for students and staff across various administrative functions.
2. **Multi-Channel Communication:** The service desk utilizes a multi-channel communication approach, including Email support with guaranteed response times and dedicated phone lines with extended operating hours
3. **Integrated Case Management System:** DSVV implemented a sophisticated case management system that tracks and manages all student inquiries and requests.
4. **Self-Service Portal:** A comprehensive self-service portal was developed, allowing students to access and manage various administrative tasks independently.
5. **Feedback Mechanism:** The initiative incorporates a robust feedback mechanism, including Post-interaction surveys and Regular student satisfaction surveys

Impact and Outcomes:

The student-focused service delivery approach has resulted in several positive outcomes:

- Average response times for student inquiries have decreased
- Surveys indicate a marked improvement in student satisfaction.
- The self-service portal has reduced the workload on administrative staff.

These two quality enhancement initiatives – the integration of online learning tools and resources in the academic domain and the student-focused service delivery approach in the administrative domain – demonstrate DSVV's commitment to continuous improvement and innovation. The success of these initiatives can be attributed to several factors:

- Clear alignment with institutional goals and vision
- Comprehensive planning and phased implementation
- Commitment to ongoing evaluation and refinement

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has demonstrated a comprehensive commitment to promoting gender equity and sensitization through a multifaceted approach encompassing curricular, co-curricular, and extracurricular activities, as well as providing dedicated facilities for women on campus. This commitment is deeply rooted in the university's founding principles, as evidenced by the significant roles played by women in its leadership, including the patron-founder, Mata Bhagwati Devi Sharma ji, and the current head of the organization, Smt. Shailbala Pandya ji, a Priyadarshini award winner.

Curricular Activities

DSVV has integrated gender studies into its academic framework, particularly within the Life Management tutorials. This integration provides students with a comprehensive understanding of gender roles, power dynamics, and cultural influences that shape gender identity and expression. By incorporating these topics into the core curriculum, the university ensures that all students are exposed to critical concepts in gender studies. The university has implemented inclusive language policies across all classroom settings and course materials.

Co-curricular and Extracurricular Activities

DSVV supports a variety of student-led clubs and organizations focused on gender equity and women's issues. These groups provide platforms for students to engage in discussions, advocacy, and practical initiatives related to gender equality. Notable examples include clubs dedicated to women's leadership and women in multiple fields, which address the unique challenges faced by women in traditionally male-dominated areas. Additionally, student-led self-defense classes for female students empower women with practical skills to enhance their personal safety and confidence. Special events like the Kanya Kaushal Shivar and Women's Day celebrations further highlight the university's commitment to gender equity.

Facilities for Women on Campus

DSVV has invested in creating and maintaining facilities that cater specifically to the needs of women on campus. The on-campus health and wellness centers offer women-specific health services, recognizing the unique health needs of female students and staff. This provision ensures that women have access to comprehensive healthcare services in a comfortable and confidential setting. The university supports clubs like Disha, which provide targeted resources and support for women. These clubs offer a range of services, including advocacy and career development opportunities. By providing these resources, DSVV

acknowledges the specific challenges that women may face in their academic and professional journeys and offers tailored support to address these challenges.

Challenges and Future Directions

Despite the comprehensive nature of DSVV's gender equity initiatives, challenges likely remain. These may include addressing deeply ingrained societal attitudes towards gender roles, ensuring equal representation of women in all academic disciplines and leadership positions, and continuously adapting to emerging gender-related issues. Future directions for the university's gender equity efforts might include:

1. Developing more targeted mentorship programs to support women in their academic and professional development.
2. Enhancing collaboration with external organizations to broaden the impact of gender equity initiatives beyond the campus. <https://www.dsvv.ac.in/experiencedsvv/>

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: B. Any 3 of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has implemented a comprehensive and environmentally responsible waste management system to address the diverse types of waste generated within its campus. The following detailed description outlines the facilities and processes in place for managing various categories of waste:

Solid Waste Management

DSVV has established a robust solid waste management system that emphasizes waste segregation, recycling, and sustainable disposal methods. Key components of this system include:

1. **Waste Segregation:** Strategically placed waste segregation bins are located throughout the campus, encouraging students, faculty, and staff to separate waste at the source. These bins are typically color-coded and labelled.
2. **Composting:** Biodegradable waste, primarily consisting of food waste from cafeterias and landscaping debris, is processed through on-site composting facilities.
3. **Recycling:** Non-biodegradable waste is carefully sorted and sent to authorized recycling centers.

Liquid Waste Management

The management of liquid waste at DSVV is centered around a centralized Sewage Treatment Plant (STP) that processes wastewater from various sources across the campus. The STP employs a combination of biological and chemical treatment processes to ensure that the treated water meets or exceeds environmental standards. Key aspects of the liquid waste management system include:

1. Collection System: A comprehensive network of pipes and pumps collects wastewater from the campus.
2. Treatment Process: The STP utilizes a multi-stage treatment process, typically including primary sedimentation, biological treatment and tertiary treatment.
3. Water Reuse: Treated wastewater is, where possible, reused for non-potable purposes.

Biomedical Waste Management

Given the presence of a health center on campus, DSVV has implemented stringent protocols for the management of biomedical waste in accordance with national biomedical waste management rules. The system includes:

1. Segregation
2. Storage
3. Disposal

E-Waste Management

Recognizing the growing challenge of electronic waste, DSVV has established a dedicated e-waste management system:

1. Centralized Storage: A purpose-built facility is used for the safe storage and handling of e-waste generated across the campus.
2. Inventory Management: A detailed inventory system tracks all electronic equipment from acquisition to disposal, ensuring proper management throughout its lifecycle.

Paper Waste Recycling System

DSVV has implemented a comprehensive paper waste recycling system to manage the significant volume of paper waste generated in academic and administrative operations covering Collection, Shredding and Recycling partnership.

Hazardous Chemicals and Radioactive Waste Management

While not explicitly mentioned in the provided answer, it is important to note that institutions with scientific research facilities often generate hazardous chemical waste. If applicable, DSVV likely has protocols in place for the safe handling, storage, and disposal of hazardous chemicals, including:

1. Proper labeling and storage of hazardous materials in designated areas with appropriate safety features.
2. Regular safety training for laboratory personnel on handling hazardous materials.

Continuous Improvement and Future Directions

DSVV's waste management system is likely subject to ongoing evaluation and improvement. Future initiatives might include:

1. Implementation of waste-to-energy technologies to further reduce waste sent to landfills.
2. Expansion of water recycling capabilities to increase the proportion of treated wastewater reused on campus.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has implemented a comprehensive set of green campus initiatives that demonstrate its commitment to environmental sustainability and creating an eco-friendly learning environment.

Restricted Entry of Automobiles

DSVV has implemented strict measures to limit vehicular traffic within the campus:

1. Designated parking areas are located at the periphery of the campus, encouraging students, staff, and visitors to park their vehicles and proceed on foot or via eco-friendly transportation options.
2. Only essential vehicles, such as emergency services, maintenance vehicles, and those for individuals with mobility issues, are permitted in campus area.

Use of Bicycles and Battery-Powered Vehicles

The university actively promotes the use of non-polluting transportation methods:

1. A campus-wide bicycle sharing program has likely been implemented, providing students and staff with easy access to bicycles for intra-campus travel.
2. Dedicated bicycle lanes and parking areas have been established throughout the campus to encourage and facilitate bicycle use.

Pedestrian-Friendly Pathways

DSVV has designed its campus layout to prioritize pedestrian movement:

1. Wide, well-maintained pathways connect all major buildings and facilities, making walking the most convenient mode of intra-campus travel.
2. These pathways are lined with trees and plants, providing shade and creating a pleasant walking environment.
3. Ramps and accessible pathways are integrated throughout the campus to ensure inclusivity for individuals with diverse mobility needs.

Ban on Use of Plastic

In line with its commitment to environmental sustainability, DSVV has implemented a comprehensive ban on single-use plastics:

1. All campus eateries, including canteens and cafes, use biodegradable or reusable alternatives to plastic cutlery and packaging.
2. Water refill stations are strategically placed across the campus, encouraging the use of reusable water bottles.

Landscaping with Trees and Plants

DSVV has transformed its campus into a green oasis through extensive landscaping efforts:

1. The campus, once described as barren and arid land, has been converted into a "green heaven" through systematic planting and landscaping initiatives.
2. The university maintains a dedicated Horticulture Department (Udyan Vibhag) that oversees the planting and maintenance of trees, shrubs, and flowering plants across the campus.
3. The university has implemented a unique initiative called "Degree ho Pana to Panch Vriksha Lagana" (Plant Five Trees to Earn a Degree), which requires each student to plant and nurture at least five trees as a prerequisite for graduation.

Additional Green Initiatives

Beyond these core areas, DSVV has implemented several other noteworthy green initiatives:

- **Waste Management:** A comprehensive waste management system, including Segregation of waste at source, On-site composting of organic waste.
- **Water Conservation:** Rainwater harvesting systems and water-efficient fixtures have been installed.
- **Energy Efficiency:** The university has likely invested in energy-efficient lighting, HVAC systems, and appliances to reduce its carbon footprint.
- **Renewable Energy:** Solar panels may have been installed on building rooftops to harness clean energy and reduce reliance on grid electricity.

Impact and Recognition

DSVV's green campus initiatives have likely resulted in several positive outcomes:

1. Reduced carbon footprint & energy consumption
2. Improved air quality within the campus
3. Enhanced biodiversity and ecosystem services

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environmental audit
2. Energy audit
3. Clean and green campus recognitions/awards
4. Beyond the campus environmental promotion and sustainability activities

Response: B. Any 3 of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency.	View Document
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has demonstrated a strong commitment to creating a barrier-free environment for differently abled (Divyangjan) individuals. The institution has implemented various measures to ensure accessibility, inclusivity, and equal opportunities for all students, staff, and visitors, regardless of their physical abilities. This comprehensive approach encompasses several key components that collectively contribute to a Divyangjan-friendly campus. Built Environment with Ramps and Lifts DSVV has made significant efforts to modify its physical infrastructure to accommodate the needs of differently abled individuals:

1. **Ramps:** The university has installed ramps at all major entry points of buildings, providing easy access for wheelchair users and individuals with mobility impairments. These ramps are designed with appropriate gradients and non-slip surfaces to ensure safety and ease of use.
2. **Lifts:** Multi-story buildings on campus are equipped with spacious elevators that can accommodate wheelchairs.
3. **Classroom Accessibility:** Ground floor classrooms are prioritized for classes with differently abled students. When upper floor classrooms are necessary, they are made accessible via ramps or lifts.
4. **Wide Doorways:** All doorways, including those of classrooms, laboratories, and administrative offices, are designed to be wide enough to accommodate wheelchairs.

Divyangjan-Friendly Washrooms

The university has ensured that washroom facilities are accessible and user-friendly for differently abled individuals:

1. **Dedicated Accessible Washrooms:** Specially designed washrooms for differently abled users are available in all major buildings across the campus.
2. **Features:** These washrooms are equipped with grab bars, lowered sinks, raised toilet seats.
3. **Spacious Design:** The washrooms are designed with ample space to allow for wheelchair manoeuvrability.
4. **Clear Signage:** Easily visible signs direct users to these specialized washrooms.

Continuous Improvement and Future Plans

DSVV recognizes that creating a truly inclusive environment is an ongoing process. The university regularly seeks feedback from differently abled students and staff to identify areas for improvement. Future plans may include:

1. Expanding the use of assistive technologies in classrooms and laboratories.
2. Implementing more advanced navigation systems, such as smartphone apps with indoor navigation capabilities.
3. Enhancing the accessibility of digital learning platforms and resources.
4. Conducting regular accessibility audits to ensure all facilities remain up to date and fully functional.

Dev Sanskriti Vishwavidyalaya has demonstrated a comprehensive and thoughtful approach to creating a barrier-free environment for differently abled individuals. By addressing physical infrastructure, technological support, and human assistance, the university has created an inclusive campus that supports the diverse needs of its community. This commitment not only complies with legal requirements but also

reflects the institution's values of equality and inclusivity. As DSVV continues to refine and expand its accessibility initiatives, it sets an example for other educational institutions in fostering an environment where all individuals, regardless of their physical abilities, can pursue their academic and personal goals without barriers.

File Description	Document
Upload supporting document	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) and its parent organization have demonstrated a comprehensive and multifaceted approach to fostering an inclusive environment that promotes tolerance, harmony, and respect for diverse cultural, regional, linguistic, communal, and socio-economic backgrounds.

Environmental Initiatives

DSVV has placed a strong emphasis on environmental conservation and sustainability. The university's environmental initiatives include:

- 1. Biodiversity Conservation Programs:** Regular awareness campaigns and educational programs are conducted to highlight the importance of biodiversity and its role in maintaining ecological balance.
- 2. Climate Change Mitigation Efforts:** The institution actively promotes research and awareness on climate change issues, encouraging students and faculty to develop innovative solutions for environmental challenges.

Plantation Drives

The university's commitment to environmental sustainability is particularly evident in its regular plantation drives:

- 1. Campus Greening:** Extensive tree plantation efforts have transformed the once-barren campus into a lush, green environment, enhancing the quality of life for students and staff.
- 2. Community Outreach:** Plantation drives extend beyond the campus, involving local communities and promoting environmental awareness in surrounding areas.

Yoga and Yagya Practices

DSVV's approach to inclusivity and harmony is deeply rooted in traditional Indian practices of yoga and

yagya:

1. **Holistic Well-being:** The institution promotes yoga as a comprehensive system for physical, mental, and spiritual well-being for all the stakeholders.
2. **Yagya Ceremonies:** Regular yagya ceremonies are conducted to foster a sense of collective harmony and spiritual upliftment.

Community Harmony Programs

1. **Cultural Diversity Celebrations:** Regular events showcase and celebrate the diverse cultural traditions.
2. **Intercultural Dialogue Sessions:** Facilitated discussions and workshops encourage students from different backgrounds to share their experiences

De-addiction Camps and Awareness Programs

Recognizing the societal impact of substance abuse, DSVV has taken proactive steps to address this issue:

1. **Holistic Rehabilitation Approach:** De-addiction camps combine modern therapeutic techniques with traditional Indian practices.
2. **Awareness Campaigns:** Regular awareness programs educate students and the community

Additional Inclusive Initiatives

DSVV's commitment to inclusivity extends to various other aspects of institutional life:

1. **Linguistic Diversity:** The university promotes multilingualism, offering courses in various Indian languages and celebrating linguistic diversity.
2. **Gender Equity:** With a high female student ratio and women in key leadership positions, DSVV actively promotes gender equality and women's empowerment.

Academic Integration of Inclusive Practices

DSVV has integrated its commitment to inclusivity and harmony into its academic curriculum with a couple of Compulsory Courses i.e. "**Life Management**" and "**Scientific Spirituality**," to all the students. It incorporates the principles of tolerance, harmony, and inclusive thinking.

Community Engagement and Social Responsibility

DSVV's approach to fostering an inclusive environment extends beyond the campus boundaries:

1. **Unnat Bharat Abhiyan:** Adoption of five villages for comprehensive development. <https://www.dsvv.ac.in/uba/>
2. **Social Internships:** A compulsory community service projects as part of their academic program.

Global Perspective and International Collaboration

While rooted in Indian cultural values, DSVV also promotes a global perspective on inclusivity and harmony:

1. **International Collaborations**
2. **Study Abroad Programs**

Diversity and Inclusion Committee: A dedicated committee oversees the implementation of inclusive practices and recommends improvements.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) has implemented a comprehensive approach to sensitizing its students and employees to constitutional obligations, values, rights, duties, and responsibilities of citizens. The university's initiatives in this regard can be categorized into several key areas, each contributing to the overall goal of inculcating constitutional values and civic responsibilities.

Regular Prayers to Martyrs and the Wall of Heroes

One of the most notable initiatives at DSVV is the establishment and maintenance of a "Wall of Heroes." This memorial serves as a focal point for regular prayers and tributes to the martyrs who have sacrificed their lives for the nation. The significance of this practice extends beyond mere remembrance:

1. **Patriotic Awareness:** By regularly engaging with the stories and sacrifices of national heroes, students and staff develop a deeper understanding of the cost of freedom and the importance of national integrity.
2. **Value Inculcation:** The act of paying homage to martyrs instils values such as courage, selflessness, and dedication to one's country - all of which are fundamental to responsible citizenship.
3. **Historical Context:** The Wall of Heroes provides a tangible connection to the nation's history, helping the university community contextualize current events and appreciate the ongoing

process of nation-building.

Constitution Day Celebrations

DSVV's observance of Constitution Day (Samvidhan Divas) on November 26th each year is a comprehensive educational initiative that goes beyond mere ceremonial recognition. The university organizes a series of events and activities designed to engage students and staff in meaningful exploration of constitutional principles:

1. **Competitive Events:** Debates, quizzes, and essay writing contests encourage in-depth study and critical thinking about constitutional issues. These competitions not only test knowledge but also promote analytical skills in interpreting constitutional provisions.
2. **Educational Seminars:** Expert-led seminars provide insights into the historical context, philosophical underpinnings, and contemporary relevance of the Constitution.
3. **Interactive Workshops:** Practical workshops help participants understand how constitutional principles apply in everyday life and governance.

Observance of Partition Horrors Remembrance Day

DSVV's participation in the national observance of Partition Horrors Remembrance Day on August 14th demonstrates the institution's commitment to historical awareness and empathy. This initiative serves multiple educational and social purposes:

1. **Historical Education:** Through lectures, documentaries, and exhibitions, the university provides a comprehensive understanding of the events surrounding the partition of India in 1947.
2. **Empathy Development:** By highlighting stories and the human cost of partition, this observance fosters empathy and understanding among students and staff.
3. **Social Cohesion:** Discussions on the consequences of communal discord promote the importance of social harmony and national unity.
4. **Critical Reflection:** The initiative encourages critical thinking about the long-term impacts of historical events on society and governance.

Civic Engagement Programs

Universities often extend their role in civic education beyond the campus. DSVV likely engages in:

1. **Community Outreach:** Programs that involve students in local governance issues, promoting active citizenship.
2. **Voter Awareness Campaigns:** Initiatives to encourage voter registration and participation among eligible students.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

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.

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: B. Any 3 of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Institutional data in the prescribed format (data template)	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented as per NAAC format provided in the Manual.

Response:

Dev Sanskriti Vishwavidyalaya is committed to providing top-quality education to its students while continuously adapting to the latest changes and guidelines set by the UGC and the Ministry of Education, Government of India. Several effective practices have already been implemented at the university, some of which are highlighted below:

Comprehensive Implementation of NEP (Alignment with CBCS and NEP 2020):

- **Flexibility and Mobility:** The CBCS framework offers students the flexibility to choose courses based on their interests and career goals, encouraging interdisciplinary learning.
- **Skill Development:** NEP 2020 focuses on fostering skills, critical thinking, and creativity, which are integrated into formative assessments.
- **Holistic Evaluation:** A combination of formative and summative assessments ensures a well-rounded evaluation of both academic and practical skills.
- The university offers multidisciplinary programs such as MA/MSc in Yogic Science and Ayurveda, PGD in Theology and Psychological Counselling, and the Diploma in Counselling and Psychotherapy in the Indian Context (DCPIC).
- University faculty are undergoing NEP 2020 training programs to improve their knowledge, skills, and teaching methods.
- An incubation cell has been established to promote a multidisciplinary approach to start-ups, integrating diverse fields such as Yagya with modern disciplines and artificial intelligence with agriculture.
- Undergraduate students are required to take at least four General Elective (GE) courses offered by other departments within the university.
- Credit transfers are supported through a student exchange program under the Erasmus+ Scholarship, allowing students to spend a semester at leading European universities.

The Life Management (LM) Course: A Key Practice at DSVV

- **Objective:** The primary aim of the Life Management course is to cultivate self-awareness in students and equip them with tools to improve their quality of life.
- **Context:** The LM course addresses modern challenges, helping students manage stress and improve their overall well-being. It is designed to make them more effective in handling day-to-day challenges and emerging successfully.
- **Structure:** The course is divided into two segments, one for undergraduate students and another for postgraduates. It covers a wide range of topics, including basic leadership, spirituality in daily life, stress and time management, and basic life skills. Additionally, students participate in regular Meditation and Bhagavad Gita classes.
- **Evidence of Success:** Feedback from students and alumni indicates that the Life Management

course has been highly beneficial in shaping their personal and professional growth. Alumni frequently share success stories during meetings and technical sessions.

In summary, the Life Management course at DSVV is contributing to the development of committed and effective citizens.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Dev Sanskriti Vishwavidyalaya (DSVV) is a distinguished institution dedicated to promoting global cultural understanding and spiritual renewal, inspired by the visionary leadership of its founders, Pandit Shriram Sharma Acharya and Mata Bhagvati Devi Sharma. Central to DSVV's mission is the integration of scientific spirituality, which it pursues through interdisciplinary, transdisciplinary, and multidisciplinary research. The university offers a wide array of academic programs that merge traditional wisdom with modern disciplines, placing a strong emphasis on Indigenous knowledge systems.

Research serves as a foundational element of DSVV's academic structure, particularly at the master's and PhD levels. The university hosts specialized research centers that nurture a vibrant academic atmosphere aligned with the institution's core principles. A significant aspect of DSVV's research agenda is holistic development, investigating areas such as traditional medicine, sustainability, and technology to enhance well-being on personal, familial, societal, ecological, and global scales.

A prominent focus of the university's research is Indigenous Research and Innovation. This includes substantial efforts in Yagya research, carried out at the Yagyavalkya Centre for Yagya Research, which was established in 2018. This center covers 7,000 square feet and includes advanced laboratories for cell and molecular biology, phytochemical analysis, microbiology, environmental science, and plant biology. In addition to its scientific facilities, the center offers spaces for meditation and the performance of Yagya, a Vedic ritual. The institution has pioneered research on Yagya, particularly examining its impacts on epigenetics and gene expression. DSVV also hosts the world's first peer-reviewed interdisciplinary journal focused on Yagya.

Additionally, DSVV publishes two peer-reviewed, open-access research journals—Dev Sanskriti:

Interdisciplinary International Journal and the Interdisciplinary Journal of Yagya Research—dedicated to Indian culture and ancient wisdom. These journals play a crucial role in advancing research in Indigenous knowledge systems and innovation.

In the realm of technology, DSVV established the Centre for Artificial Intelligence and Research in 2021. Covering 2,000 square feet and equipped with state-of-the-art computational facilities, the center conducts cutting-edge AI research. Noteworthy achievements include securing patents for AI applications and establishing a Memorandum of Understanding (MoU) with the Defense Research and Development Organization (DRDO) regarding embedded machine learning.

DSVV's global engagement is illustrated by its collaboration with Singapore on a major research project and its peace-building initiatives through the South Asian Institute of Peace and Reconciliation (SAIPR). Inaugurated by India's Vice President, Shri Venkaiah Naidu, SAIPR is a pioneering institution in India and has garnered recognition from the Nobel Peace Prize Committee. Through partnerships with international universities and adherence to United Nations standards, the institute is making significant contributions to peace and reconciliation research.

Dev Sanskriti Vishwavidyalaya remains steadfast in its commitment to advancing Indigenous research, fostering innovation, and promoting the Indian Knowledge System.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Dev Sanskriti Vishwavidyalaya (DSVV), situated in the tranquil foothills of the Himalayas, stands as a leading institution that seamlessly integrates traditional Indian values with modern educational frameworks. Through its holistic approach, DSVV has made significant progress in implementing the National Education Policy (NEP) 2020, crafting a curriculum that nurtures not only academic excellence but also emotional intelligence, life skills, and ethical values.

A major achievement of the university is the establishment of *Asia's First Center for Baltic Culture and Studies*, an innovative initiative fostering cross-cultural exchange and collaborative research between India and the Baltic countries. This center has played a key role in strengthening international ties and addressing global issues through diverse perspectives. Additionally, the creation of the *South Asian Institute of Peace and Reconciliation* is a notable milestone. This center provides a vital platform for dialogue and conflict resolution, tackling pressing geopolitical challenges in South Asia. It unites scholars, policymakers, and civil society members in meaningful discussions on peace-building and sustainable development.

DSVV has also developed strong international partnerships, collaborating with over 70 universities worldwide. Its participation in Erasmus+ scholarships offers students valuable opportunities for academic exchange and global exposure, enhancing both their knowledge and skills. These partnerships not only raise DSVV's academic standing but also broaden students' educational horizons.

Innovative programs like *Life Management* highlight DSVV's forward-looking approach. This unique course combines ancient wisdom with modern psychological techniques to promote overall well-being. Furthermore, the university emphasizes the promotion of the *Indian Knowledge System*, incorporating indigenous research methods and sustainable practices relevant to today's global landscape.

Despite facing challenges such as integrating traditional knowledge with contemporary education and managing the logistics of international collaborations, DSVV has successfully navigated these obstacles through resilience, adaptability, and a steadfast commitment to its mission, continuing to set new standards in higher education.

Concluding Remarks :

Dev Sanskriti Vishwavidyalaya (DSVV) exemplifies a comprehensive, forward-thinking approach to higher education, rooted in its mission of fostering a global cultural and spiritual renaissance. Across its seven core criteria, the university has demonstrated a strong commitment to blending modern academic practices with traditional Indian wisdom.

In curriculum development, DSVV ensures its programs are relevant locally, nationally, and globally, aligning with key frameworks like the National Education Policy (NEP) 2020. The university focuses on employability, entrepreneurship, and skill development, while integrating critical issues such as ethics, gender equality, and sustainability. DSVV's teaching, learning, and evaluation systems are student-centered, offering personalized support to meet the diverse needs of its learners. With a strong emphasis on experiential learning, the university provides comprehensive mentorship, career guidance, and psycho-spiritual support, promoting both academic

and personal growth.

Research is a core strength at DSVV, with an emphasis on interdisciplinary studies and the integration of traditional knowledge with contemporary science. Its research infrastructure and global collaborations support innovation and intellectual property creation. In terms of infrastructure, DSVV offers world-class facilities, including ICT-enabled classrooms, cutting-edge sports complexes, and extensive library resources, creating a dynamic and supportive learning environment.

Student support and development are key priorities, with initiatives such as scholarships, career counseling, and skill-building programs. The university also offers a vibrant extracurricular scene with active student clubs and a well-connected alumni network.

DSVV's governance and leadership are grounded in its mission and vision, with a decentralized structure that encourages participation at all levels. E-governance, financial transparency, and continuous quality improvement are integral to the institution's growth and sustainability.

Lastly, DSVV's commitment to social responsibility is evident in its initiatives promoting gender equity, sustainability, and civic engagement. The university fosters an inclusive environment that supports diversity, accessibility, and ethical values.

Together, these efforts position DSVV as a leader in holistic, value-based education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
3.2.2	<p>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 27 Answer after DVV Verification: 5</p> <p>Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.</p>
3.3.2	<p>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :6</p> <p>Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.</p>
3.4.4	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.4.1. Number of research papers published in the Journals as notified on UGC CARE list during the last five years Answer before DVV Verification : 31 Answer after DVV Verification: 14</p> <p>Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.</p>
3.4.5	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years Answer before DVV Verification : 77 Answer after DVV Verification: 47</p> <p>Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.</p>
3.6.2	<p>Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years</p>

3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
15	30	33	09	12

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
08	12	12	05	06

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

3.7.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Answer before DVV Verification :

Answer After DVV Verification :60

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

5.2.1 Percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
16	4	48	14	17

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
09	02	20	08	08

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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 last five years

5.3.1.1. Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be

counted as one) year-wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	1	1	0	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
4	1	1	0	2

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	3	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
4	3	0	0	0

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

6.3.3 Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
20	2	12	13	3

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

13	2	8	9	2
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Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

7.1.6 **Quality audits on environment and energy are regularly undertaken by the institution**
The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years: Answer before DVV Verification : 129 Answer after DVV Verification : 169</p>																				
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1344.04</td> <td>1000.35</td> <td>773.93</td> <td>410.89</td> <td>589.38</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1148.39</td> <td>944.71</td> <td>761.11</td> <td>436.21</td> <td>809.40</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	1344.04	1000.35	773.93	410.89	589.38	2023-24	2022-23	2021-22	2020-21	2019-20	1148.39	944.71	761.11	436.21	809.40
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