



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

DEVI AHILYA VISHWAVIDYALAYA

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Devi Ahilya Vishwavidyalaya (DAVV), formerly University of Indore was established in 1964, by an Act of Legislature of Madhya Pradesh. DAVV is a State University whose jurisdiction is spread into Indore and seven tribal dominated districts of Indore division namely, Alirajpur, Barwani, Burhanpur, Dhar Jhabua, Khargone, and Khandwa. It is serving the educational needs of the most industrially developed city Indore on one hand and on the other hand, it is catering to the needs of socially and economically deprived seven tribal dominated districts of the State. Curriculum development is thus a challenging task as it requires integrating the needs of the industrially developed urban economy along with the needs of underdeveloped rural economy.

The University has two separate campuses namely Nalanda and Takshshila for administrative and academic purposes. It has 29 teaching departments which offer 195 undergraduate, post-graduate and research programs in 16 Faculties catering to more than 10,500 regular students and 1200 students in distance mode and 290 affiliated colleges serving approximately 1.7 lakh students.

University has ICT friendly campus with sufficient physical infrastructure for teaching- learning. There are supporting centers like Directorate of Distance Education and Directorate of Physical Education, Sports, and Deen Dayal Upadhyay Kaushal Kendra (DDU-KK).

Human Resource Development Center (HRDC) and Educational Multimedia Research Centre (EMRC) are fully supported by the UGC. Seven teaching departments are supported under various phases of UGC-SAP, two under DST-FIST, one by DBT and three departments are clubbed into CPEP of UGC. The State government has recently identified its nine departments as “Centre of Excellence” for financial support under World Bank Project. Several departments have research projects funded by UGC, CSIR, DBT, ICAR, DST, ICSSR, MPCOST, DRDO etc.

University mentors the students through Career Counseling and Opportunities Guidance cell, Equal Opportunity Cell, and National Service Scheme Units. The University also has a Health Centre, Day Care Centre, Cultural Centre, and Student Welfare Department. Besides, 7 hostels for girls and boys, 2 guest houses and residential colony for faculty and staff are also there.

Vision

Emerge as a premier higher learning institution by creating, advancing and disseminating knowledge with collective wisdom, through value imbued holistic education for peaceful, sustainable and humane society.

Mission

Educating and empowering the learners to realize their potential through the righteous blending of knowledge, skills, and values for serving society.

The University strives to realize its vision and mission by:

- Facilitating learner-centric multidisciplinary course curriculum, pedagogy, and resources through technology-enabled joyful and diverse learning environment.
- Achieving excellence for world-class competencies in teaching, research, and extension.
- Promoting multidisciplinary research.
- Providing demand driven educational programs for enhancing skills and employability.
- Emphasizing value guided competencies among learners for developing socially responsible professionals and leaders.
- Evolving educational processes to ensure a balance between head, heart, and hand for holistic personality development.
- Exploring global opportunities for stakeholders through international collaboration.
- Nurturing a culture of pride, ownership, and belongingness for attracting, cultivating and retaining human resources.
- Promoting autonomy with self-accountability through participatory, transparent and value-based governance.
- Adapting eco-friendly and energy efficient best practices for sustainable development.
- Addressing issues and priorities for empowering the local community with a global perspective.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- University Schools / Institutes enjoy full academic autonomy thereby constantly matching up with the diversified expectations of the industry and society
- Strong and vibrant industry – institute interface with a number of functional MoUs with industry partners and impressive placement of students.
- The university has diversified range of programs like integrated, super specialized and job oriented professional programs under self supporting scheme.
- University has UGC DeenDayal Upadhyaya Kaushal Kendra for offering vocational programs like Diploma, B.Voc. and M.Voc, short term certificate courses aimed at skill development.
- The university has a research eco-system with seven departments under different phases of UGC-SAP, two under DST-FIST, one by DBT and three departments are clubbed into CPEP of UGC.
- The State government has identified 9 departments as “Centre of Excellence” for financial support under World Bank Project.
- Human Resource Development Center (HRDC) and Educational Multimedia Research Centre (EMRC) are fully supported by the UGC.
- Transparent examination and evaluation process with emphasis on practically oriented and outcome based learning.
- All the departments are equipped with excellent physical infrastructure to facilitate teaching-learning process.
- The university has state of the art auditorium which promotes cultural activities for holistic development of students.
- The university has excellent sports infrastructure such as gymnasium, synthetic athletic track, play grounds and other facilities for promotion of sports among students.
- The university has a centralized admission cell to conduct nation-wide common entrance examination (DAVV_CET) to ensure transparency in admission and attract good quality students.
- The university has 260 affiliated colleges across seven districts, out of which 44 are accredited by NAAC and 1 has secured A+ while 9 have secured A grade.

- Impressive student progression in terms of pass percentage, placement, higher studies and participation in extra-curricular activities.
- Green campus with good waste management and conservation of resources and installation of 687 KVA Solar power plant in process.
- The University has appointed Lokpal to ensure enhanced transparency in the whole thereby ensuring ethical practices in the functioning of University.

Institutional Weakness

- Limited financial and other developmental support from State Government.
- Limited collaborations with international institutions for faculty and students.
- Limited student diversity in terms of geography due to state reservation policy.
- Limited enrollment of foreign students.
- Limited Consultancy and Patents

Institutional Opportunity

- Ample opportunity for introducing multidisciplinary courses in emerging areas in compliance with Industry 4.0.
- Existing eco-system of research and innovation provides opportunity for increasing number of patents for commercialization of innovative ideas.
- Indore being commercial hub with three SEZs, industrial parks, food-park etc. there are ample opportunities for research and industrial consultancy.
- Large numbers of big companies present in the surrounding areas provide good opportunity for industry- institute interface.
- Instituting 'Chairs' and establishing new 'Centres of Excellence' in specific domains of knowledge.
- Establish strategic alliances and collaborations with International and National Educational Institutes, Industries, Government Bodies and NGOs for research, faculty-student exchange, joint programs, training and consultancy.
- Leveraging the available facilities of MOOC for enhancing Open Learning Community.
- The funding support proposed from World Banks under "Centre of Excellence" for 9 departments will provide opportunity for bringing excellence in the teaching –learning and research.

Institutional Challenge

- As the university caters to rural as well as urban areas, blending of curriculum is a challenging task as it requires integrating the needs of the industrially developed urban economy along with the needs of underdeveloped rural and tribal economy.
- Disparity in the student background from rural and urban areas, which makes learning group heterogeneous rather than homogeneous.
- Hiring and retention of quality manpower is a challenge due to state government policy.
- Mobilizing more financial resources from government and research organizations is challenging.
- Attracting International students to Indore is a challenge.
- Maintenance and development of physical infrastructure to support the growing needs.
- Ensuring appropriate academic and administrative quality in diverse set of affiliated colleges.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

University's academic programs reflect its vision. The departments enjoy the academic autonomy as per Ordinance 14. Need-based, competency-oriented and knowledge-based curriculum with *academic flexibility* is the hallmark of curriculum design which is executed through semester mode.

Curricula developed / adopted have relevance to the local/national/regional/global developmental needs. Employability, innovations, the pursuit of higher knowledge, research, developing professional competencies and overall development of students are major considerations in the process of design and development of the curricula keeping in view the POs and PSOs.

More than 70% courses across all programs are focused towards enhancing employability in major sectors of growth in Indian economy. These courses are innovative and compatible with the contemporary requirements such as Management, Media, IT, International Business, Biotechnology, Data Science etc. Several courses are aligned with the millennium development goals like environment sustainability, global partnership development etc (Environment Management, Environmental economics, Sustainability etc).

Apart from the programs for regular students, the university has designed some programs for working professionals. Moreover number of courses has been launched on SWAYAM platform to connect worldwide students with the faculty of University. These courses impart fundamental concepts along with practical exposure.

UGC guidelines and regulations relating to Choice Based Credit System (CBCS) and curriculum development are rigorously followed. Courses have been enriched by offering additional value-added courses and flexibility in choosing elective courses. In most of the departments, final semester students pursue dissertation/project work/internships in National Institutes, R&D Laboratories and Industries.

The University revises the curricula periodically. The *curriculum enrichment* and periodical review take place through participation of various stakeholders. *Academic audit* is a general practice in the teaching departments. The curriculum provides adequate scope for introducing programs in emerging thrust areas/interdisciplinary areas along with sports and yoga practice.

The structured feedback on curriculum from the students, parents, alumni and external experts is obtained at regular intervals. University analyzes the feedback on the curriculum and considers it as an essential component in the curricular design and development process.

Teaching-learning and Evaluation

The University ensures wide publicity of its admission process through its website, and National newspapers. The demand ratio for the programs of the University is high and exceeds 1:5. Students are admitted through Common Entrance Test conducted at various centers all over India, in which it adheres to reservation policy of the Government. Mentor-mentee approach represents a prominent feature of the overall work-culture in the University which ensures embedded quality component in the academic and stress-related issues.

Innovative teaching practices are implemented as continuous learning processes through cohesive efforts of faculty members to ensure student centric learning. Regulations and curriculum of the university are structured to support the learning experiences. Experiential and participative learning and problem solving methodologies are integrated in the overall teaching-learning process.

The learning outcomes of different departments are clearly reflected in terms of impressive pass percentage of students (more than 93%), less number of dropouts from programs and more than 60% of students attaining first division. A large number of students' selection in national level competitive exams like UPSC, MPPSC, UGC-CSIR NET & JRF, GATE, GRE and other examination. The attainment of desired learning outcomes provides opportunities to the students to get employment/pursue higher studies in the premier institutions of national and international recognition. This is reflected by the high percentage of placement (approximately 70% of willing candidates) in most of the programs.

University follows semester system with teaching for 16- 18 weeks. Feedback of the teachers by the students is taken after each semester, analyzed and appropriate improvement actions are taken.

The departments conduct internal(40%) and end semester (60%) examination autonomously. The evaluated answer copies are compulsorily shown to the students to ensure transparency in the evaluation process. This has enabled the university to ensure the timely completion of a grievances free evaluation system. The results are prepared and declared by departments.

Constitution of comprehensive viva-voce boards reflects prudent evaluation approach and is a unique feature with respect to the broad practices followed in the national scenario.

The teaching community in the university represents diverse specializations and contributes to quality research and teaching.

Research, Innovations and Extension

The university has “Research and Consultancy Policy” which focuses on promoting institutional sponsored impactful policy research.

Seven teaching departments are supported under various phases of UGC-SAP, two under DST-FIST, one by DBT and three departments are clubbed into CPEP of UGC. The State government has identified 9 departments as “Centre of Excellence” for financial support under World Bank Project. Several departments have research projects funded by UGC, CSIR, DBT, ICAR, DST, ICSSR, MPCOST, DRDO etc.

The university has received grant of Rs. 13 Crores for research projects. Educational Multimedia Research Centre (EMRC), which is fully UGC supported, has received over Rs. 7 Crores in the XII plan from CEC-UGC and Rs. 85 lacs from MHRD for developing e-contents for NMEICT.

University has ample infrastructure and excellent research facilities in terms of laboratory equipments, research journals and research incentives made available to the faculty and they also collaborate with various national and international research bodies. Faculty members have published more than 1900 research papers in peer reviewed journals, 72 chapters, 4 monographs, 14 edited books and 32 books in the last five years. The consultancy services have generated Rs. 75 lacs revenue in the last five years. The Faculty and the research scholars of the University have received the best research paper awards and other prestigious awards from

various organizations.

The University has acquired several chairs like “Ahilya Bai Shodh Peeth”, Bahai chair, State Planning Commission Chair on Micro Economic Governance and Sindhu Shodh Peeth from government bodies for studies in developmental disciplines.

Various training programs and extension activities are pursued for providing training in rural areas and energy audit related activities, involving School of Energy and Environmental Studies. IET has designed and installed water purification plant at a school in Ralamandal village. Computer training for slum/rural children, plantation drives, blood donation camps, eye checkup camps and public awareness programs are regular features executed by the students and faculty of the departments. Several technical and society reformation activities are supported by the university such as Dishanjali, Gramiksha etc. to educate the school students of nearby villages.

Infrastructure and Learning Resources

University creates conducive physical ambience by providing physical and IT infrastructure, and Library resources. Smart class rooms are finding frequent as well as enhanced use in the university.

The Schools/Institutes of the University have well-furnished classrooms with ancillary facilities, computers and electronic gadgets, optical fibre internet line with 1 GB LAN connectivity, Wi-Fi facility, and over hundred ICT enabled 24x7 classrooms. Well designed, provisioned and maintained hostels, Health Centre and Day Care Centre, staff and faculty accommodations, post office, bank and coffee house are the very valuable supporting facilities in the campus.

University is having well equipped School of Physical Education, Sports Centre, Play Grounds, synthetic athletic track and Gymnasium to provide sports facilities to recognize and nurture sporting talent.

University Central Library provide diverse learning resources such as books, periodicals, e-books, e-journals, databases, Shodh Ganga, online subscription of major journals through UGC INFLIBNET. KOHA software is being used for automating library facilities. The University has more than 6 lacs books, 23450 Ph.D. theses, e-books and 8965 e-journals of various subjects. In addition, EMRC has the media centre, Gyanvani Radio, recording facility and lecture capturing system (LCS) and has developed 2946 e-contents, 17 MOOC programs, 90 EDUSAT live lectures in addition to more than 1500 educational films in form of DVDs.

Computers with latest technology and applications have been deployed in the University. All sections of Administrative Offices are using computers and printers for more than a decade. Customized softwares are deployed for admissions, accounts, examinations and processing of the results. File Tracking system, programs pertaining to admission details, and Data Capturing system etc are developed and used.

University has very well equipped and maintained IT Center for providing and maintaining campus wide networking in academic and administrative campuses. University has a 1200 seating capacity auditorium with state-of-the-art audio -visual facilities and is the paramount facility in a class of its own.

Adequate budgetary provisions and maintenance processes are available to provide the infrastructure and physical facilities throughout the year. The University has an engineering section to take care of maintenance

and basic infrastructure.

Student Support and Progression

The university gives scholarships to more than 2000 students, 70 freeships, 100 % fees exemption to wards of staff members and 70% to wards of teachers every year. The Student Welfare office has provided financial support of Rs 83 lakhs to more than 800 students in last five years. More than 5000 students are being benefitted by career counseling every year. Placement cell has helped more than 70% willing students to get job offers. Approximately 11 % students have been enrolled for higher studies.

The university has achieved pass percentage of more than 90% in all programs. Coaching for Civil Services, UGC-NET, GATE etc, for SC/ST and Minority students is undertaken by the Equal Opportunity Cell. More than 300 students got selected in the International and National level examinations.

More than 75 sports and cultural activities were organized at state, national and international level. SAUFEST, National and State level Youth Festival, SFOORTY-Annual Cultural and Sports Festival, Inter –University West Zone and National Tennis Men Tournament are a few to name. More than 300 students have won awards at state, zone and national level youth festivals organized by AIU- with regular outstanding performance in literary, music, fine-arts and theatre events. University has been an overall champion in almost all state level youth festivals. University has supported the students for participating in techno-innovation activities such as Hackathon (organized by AICTE, New Delhi), ICPC (Inter Collegiate programming contest) organized by ACM (Association of Computing Machinery), BAHA, Robotic competition etc. Apart from this several interdepartmental activities are a regular feature of the university.

Youth Parliament, Village camps, Blood Donation Camps, awareness drives are some prominent activities of NSS. University has an elected Student Council which contributes extensively in various student related activities. The University Health Centre has introduced the scheme of issuing “health cards” to monitor the health of students. The University has shown compliance of Anti-Ragging Policy of UGC and Vishakha guidelines and it makes efforts to ensure ragging free and gender sensitive environment.

The university has a registered alumni association which is actively guiding in placements, curriculum development and establishing industry-university linkage.

Governance, Leadership and Management

Hon’ble Governor of the State is the Chancellor and he appoints the Vice-Chancellor. The Executive Council of the University takes decisions on strategic matters. The Registrar, and Examination and Finance Controllers of the University assist in the administrative, examination and financial matters, respectively. Lokpal has also been appointed by the Chancellor to take care of any grievances. Various functions of the University are carried out as per Act, Ordinances, and Statutes.

The University has a “Vision Document” which forms the basis for overall strategy formulation. For effective

development and implementation of the strategy, there are task forces taking care of important areas such as – Fostering Excellence in Research, Energy and Environment Management, Human Values and Professional Ethics, ICT for Learning and Support, and Administrative Services, Women Task Force, University Industry Partnership, International Cooperation etc. The university has created a Strategic Plan for coming years and has defined policies in specific areas. All departments have participation in these task forces, which keeps them aligned to the overall development of the university.

Ordinance 14 provides 100 % academic autonomy to faculty. The HRDC has conducted more than 60 programs in last five years, which includes refresher, orientation and other training programs for teachers. The university gives seed money grant, funding for travel and registration for conferences to faculty. In the past five years, 176 faculty members have availed funding for attending conferences and workshops, 32.22 lakhs has been given as seed money grant, 5 faculty have undergone International Faculty exchange. Promotions are given to faculty members under Career Advancement Scheme. The university has made provision for re-employment of senior teachers after superannuation.

The university has a well defined process of financial regulation. The State Government appoints Financial Controller. All payments of the university are made after final audit by local fund audit of the state government. The Accountant General of government of India also conducts periodical audits. The university makes full efforts to ensure that all audit objections are cleared timely.

The University gets regular grants from state government and mobilizes finances through self-supporting programs, consultancy, and sponsored research projects.

Institutional Values and Best Practices

University has a vibrant ecosystem for gender equity, environment and differently abled persons and has organized more than 250 programs witnessing participation of over 70,000 students.

University installing solar panels of 687 KVA to reduce electric consumption by 40%. University echoes well with the culture of “cleanest city Indore”, and has made special efforts for solid and liquid waste management in collaboration with Indore Municipal Corporation.

The University has a policy on “Human Values and Professional Ethics”. More than 250 courses on human values, business ethics, and related topics have been introduced.

NSS, Department of Life Long Learning, DDU Kaushal Vikas Kendra etc conduct programs for societal benefit. 180 initiatives benefitting 1.4 lakh students and citizens were taken with the help of local experts.

Two best practices which distinguish this University are-

- **Devi Ahilya ‘Women First Programme’:**

The University has adopted an approach of “Women First” in all areas of functioning, under the guidelines of its “Gender Equality” policy. Women Leadership, teachers and students have been encouraged to contribute more to the university and society. Smart girl program an initiative where over 14000 girls underwent three

days workshop on human values and life skills. Women students have participated and won in various activities.

• **Academic Flexibility And Transparency In Evaluation –**

The ordinance 14 gives full academic autonomy to the teachers. It ensures 100% transparency in evaluation thereby reducing the number of student grievances. The university has been able to keep pace with the latest requirements of industry and has introduced 1813 new courses across 175 programs and has revised syllabus of all existing courses.

The university has created various centers and cells like– University Cultural Centre, Student Welfare Department, DDUKVK, University Sports Centre, Centralised Placement Cell, Minority Cell, Anand Cell etc for Holistic Development of students. These facilities ensure Physical, Intellectual and Values based development. These centers organize various activities like – motivational talks, competitions in cultural, sports, literary, arts and other areas. All departments' participation is encouraged to provide platform to hone inner skills, management skills among students, inculcate harmony and team spirit in the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	DEVI AHILYA VISHWAVIDYALAYA
Address	Devi Ahilya Vishwavidyala, Nalanda Parisar, R N T Marg
City	Indore
State	Madhya Pradesh
Pin	452001
Website	www.dauniv.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Narendra Dhakad	731-2521887	9981643512	731-2523352	vc.davv@dauniv.ac.in
IQAC / CIQA coordinator	Ashok Kumar	731-2761041	9425962688	731-2465632	drashoksharma2001@yahoo.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	01-05-1964
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	01-05-1964	View Document
12B of UGC	01-05-1964	View Document

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	Devi Ahilya Vishwa vidyala, Nalanda Parisar, R N T Marg	Urban	260	923419	UG, PG, PG Diploma, Diploma, MPhil, PhD, Certificate		
<i>Institutes</i>	<i>Shri Mata Shwari Sugni Devi Kanya Mahavidyalaya, Teen Pulia, Pardeshipura, Indore, M.p. 452001</i>	<i>Urban</i>	<i>5</i>	<i>1400</i>	<i>UG, PG, PGDCA</i>	<i>01-07-1982</i>	<i>11-03-1993</i>

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	7	12	19
Education/Teachers Training	7	55	62
Business Administration/Commerce/Management/Finance	4	46	50
Universal/Common to All Disciplines	50	79	129

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	1
Affiliated Colleges	260
Colleges Under 2(f)	81
Colleges Under 2(f) and 12B	68
NAAC Accredited Colleges	44
Colleges with Potential for Excellence(UGC)	1
Autonomous Colleges	5
Colleges with Postgraduate Departments	138
Colleges with Research Departments	26
University Recognized Research Institutes/Centers	8

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
NCTE	14380_2789_4_1549632789.pdf	
BCI	14380_2789_8_1547636128.pdf	
AICTE	14380_2789_1_1549632476.pdf	
PCI	14380_2789_6_1547636141.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	67				114				236			
Recruited	45	19	0	64	20	16	0	36	81	49	0	130
Yet to Recruit	3				78				106			
On Contract	2	0	0	2	0	0	0	0	30	41	0	71

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				702
Recruited	320	63	0	383
Yet to Recruit				319
On Contract	320	42	0	362

Technical Staff				
	Male	Female	Others	Total
Sanctioned				286
Recruited	106	13	0	119
Yet to Recruit				167
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.	1	0	0	0	0	0	0	0	0	1
Ph.D.	44	19	0	18	14	0	49	30	0	174
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	2	0	32	19	0	55

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	9	13	0	24
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	21	28	0	49

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	56	51	0	107
M.Phil.	0	0	0	0	0	0	13	9	0	22
PG	0	0	0	0	0	0	142	132	0	274

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	School of Economics	Chair of State Planning Commission	Government of Madhya Pradesh
2	Centre for Bahai Studies	Bahai Chair for Studies in Development	National Spiritual Assembly of the Bahais of India
3	Sindhu Shodh Peeth	Sindhu Shodh Peeth	MHRD New Delhi

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
Pre Doctoral (M.Phil)	Male	7	5	0	0	12
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Certificate / Awareness	Male	26	1	0	0	27
	Female	38	0	0	0	38
	Others	0	0	0	0	0
Diploma	Male	26	0	0	0	26
	Female	12	0	0	0	12
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	104	30	0	1	135
	Female	86	7	0	1	94
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	31	0	0	0	31
	Female	51	8	0	0	59
	Others	0	0	0	0	0
PG	Male	1902	91	0	0	1993
	Female	2030	63	0	1	2094
	Others	0	0	0	0	0
UG	Male	2457	66	0	0	2523
	Female	1468	32	0	0	1500
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	0

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	943	14	0	0	957
Female	879	19	0	0	898
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1987
Number of UGC Orientation Programmes	17
Number of UGC Refresher Course	25
Number of University's own Programmes	23
Total Number of Programmes Conducted (last five years)	65

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Reassessment			
	4			PTR_Cycle1_10011.pdf
Cycle 2	Reassessment			
	B+			PTR_Cycle2_10011.pdf
Cycle 3	Reassessment			
	A			PTR_Cycle3_10011.pdf
	Accreditation			

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Ddu Kaushal Kendra	View Document
Department Of Life Long Learning	View Document
Education Multimedia Research Centre	View Document

Institute Of Engineering And Technology	View Document
Institute Of Management Studies	View Document
International Institute Of Professional Studies	View Document
School Of Biochemistry	View Document
School Of Biotechnology	View Document
School Of Chemical Sciences	View Document
School Of Commerce	View Document
School Of Computer Science And It	View Document
School Of Data Science And Forecasting	View Document
School Of Economics	View Document
School Of Education	View Document
School Of Electronics	View Document
School Of Energy And Environmental Studies	View Document
School Of Instrumentation	View Document
School Of Journalism And Mass Communication	View Document
School Of Languages	View Document
School Of Law	View Document
School Of Library And Information Science	View Document
School Of Life Sciences	View Document
School Of Mathematics	View Document
School Of Pharmacy	View Document
School Of Physical Education	View Document
School Of Physics	View Document
School Of Social Science	View Document
School Of Statistics	View Document
School Of Yoga	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
170	165	165	164	162
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of departments offering academic programmes

Response: 29

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10522	9850	9890	9329	9043
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3337	3315	3376	3207	3187
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10233	10317	9854	9366	7971
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4181	3808	3532	2765	2388
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
303	325	317	304	303
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
399	399	399	399	399
File Description			Document	
Institutional Data in Prescribed Format			View Document	

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
26687	23331	23503	25076	24364
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2595	2383	2635	2528	2472
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Total number of classrooms and seminar halls

Response: 275

Total number of computers in the campus for academic purpose

Response: 2654

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
6688.9	6396.9	6125.8	5443.1	5521.3

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

Curriculum development and delivery in the UTDs is governed by the University Ordinance 14, which provides full autonomy to the departmental committees. Need-based, competency-oriented and knowledge-based curriculum with *academic flexibility* is the hallmark of curriculum design which is executed through semester mode. As a result, the programs and courses are well diversified and regularly upgraded to fulfill the needs of the local/ national/regional and global developmental needs of the economy (All courses have been revised during last five years). More than 70% courses across all programs are focused towards enhancing employability in major sectors of growth in Indian economy (such as Management, Media, IT, International Business, Biotechnology, Data Science etc. Several courses are aligned with the millennium development goals like environment sustainability, global partnership development etc (Environment Management, Environmental economics, Sustainability etc). The university also offers courses like tribal economics, regional development and life long learning etc. to fulfill the needs of the local development.

All the programs have well defined learning objectives including program outcomes, program specific outcomes and course outcomes. UGC guidelines and norms relating to Choice Based Credit System (CBCS) are followed religiously. Courses have been enriched by offering additional value-added courses and flexibility in choosing elective courses. In most of the departments, final semester students pursue dissertation/project work/internships in National Institutes, R&D Laboratories and Industries.

Program outcomes are focused on proactive learning leading to enhanced communication skills, team building and nurturing cross breeding of ideas. All the programs are designed and implemented to use ICT enabled learning across departments.

PO1: To inculcate the spirit of proactive learning among students so that they are empowered to explore the true potential of knowledge

PO2: Students develop capabilities to think independently in English as well as in Hindi so as to connect with respective scenarios in an obvious mode

PO3: To provide opportunities for students to evolve suitable attitudes and attributes for effective working in a team so that conversion of energy into synergy is ensured

PO4: To get involved in thought provoking discussions so as to explore different facets of knowledge on the basis of contextual relevance and need based arrangements

PO5: To inculcate the work culture oriented towards rigorous academic environment conducive to motivate the students to become active knowledge seekers

PO6: To envision sustainable development with high priority so that meaningful utilization of resources is worked out and environmental issues are also properly addressed

PO7: To recognize the importance of knowledge creation through research which provides the needed forward momentum to the overall academic scenario

PO8: To promote wide spread and deep rooted use of ICT devices to be in active touch with the contemporary knowledge practices and to orient the students for emerging avenues of knowledge

PO9: To promote the importance of skill development and to apply it in forthcoming situations of life with highest focus on smooth compliance

PO10: To develop a critical insight for effectiveness as well as efficiency and to apply them meaningfully for enjoyable journey towards natural ecosystem

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 175

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 175

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 77.61

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3332	3039	2802	2091	1758

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 43.36

1.2.1.1 How many new courses are introduced within the last five years

Response: 1813

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 4181

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 175

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The diverse programmes offered in the different Institutes/ Schools/ Departments/ Centers of university have incorporated cross cutting issues and the millennium development goals like environment sustainability, promoting gender equity, women empowerment, employability, global partnership development etc (Gender and Society, Gender and Psychology are some courses offered in selected programs, Rural Business Environment, Environmental Studies, Environmental Sustainability and Climate Change, Environmental Biotechnology, Business Ehtics and Corporate Governance, Business Ehtics and Management by Indian Values are few courses to name). The department of life long learning and Deen Dayal Upadhyay Kaushal Vikas Kendra are examples of departments offering various programs related to such cross cutting issues. All other departments also give substantial weightage to these cross cutting issues in their programs.

Apart from this, all the departments' conduct various add on courses and events related to gender and environmental sensitivity and human values. The University has a "**Gender Equality Policy**" which guides these courses, programs and events.

All stakeholders are oriented towards meaningful utilization of resources. This approach has created avenues for natural incorporation of environmental consciousness. The university has a well-documented '**Green Policy**', committed to making a positive impact through outstanding environmental sustainability performance. The students of various programs study subjects related to Environment. "Energy Audit" of all departments is done by students of post graduate programs in environment and energy.

There are more than 260 courses across different programs in different departments which are focused on Human Values and Business Ethics. There are several courses in the university that address the issue of curricular and co-curricular enrichment of students to equip them properly with human values and professional ethics. All the management programs have compulsory course on Human Values/ Business ethics. There is a well defined '**Value Promotion and Ethics Policy**' supported by the task group for 'Promotion of Human Values and Professional Ethics' of the University which has its own distinct impact on the academic functioning. The policy has laid it's objective to nurture students who are keen learners

and adhere to value system.

The curriculum aims at capturing good practices that generate valuable lessons and provide innovative examples that are relevant for cross cutting issues of Gender, Environment and Sustainability, Human Values and Professional Ethics. The departments have conducted innovative activities like workshop on ethics in collaboration with IIM-Indore, student led conference on ethics etc.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 170

1.3.2.1 Number of value-added courses are added within the last five years

Response: 170

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 6.16

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
561	672	601	544	611

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 23.56

1.3.4.1 Number of students undertaking field projects or internships

Response: 2479

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed**D. Feedback collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 2.78

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
257	316	359	368	62

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 5.21

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4847	4446	4914	4747	4647

File Description

Document

Demand Ratio (Average of Last five years)

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 62.92

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1591	1490	1654	1608	1591

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Two Tier Induction Programs for beginners:

Each programme has students of diverse backgrounds with respect to their learning capacities, where they represent both – slow and advanced- ends of a trajectory. At the beginning of new academic session, university organizes an Orientation programme for newly admitted students at two levels- first is at the university level and the second is at the department level. The university level orientation focuses on making the students aware about various centralized activities and facilities and encouraging them to get geared up for higher education.

The Departmental level induction program spans from four to six days. During this period, the students are engaged into cohesive group forming activities. They are encouraged to come out of their shells and become expressive. Mentors are assigned to groups of students. The mentors then interact with the students and assess their capabilities and existing skill sets.

Assessment of Learning ability of the students:

As a general practice, before the commencement of teaching of any course, the teachers interact with the students in formal as well as informal modes to ascertain their learning needs and skills.

The first internal assessment (according to ordinance 14) is mandatorily a written test. The student's academic performance is constantly kept under vigilance through classroom discussions, seminars, monthly tests, preparatory examinations by the faculty members. The slow learners and fast learners are identified by their interaction with the mentors and performance in the first written test.

Special programs for slow learners and advanced learners:

Remedial classes are arranged for slow learners after test 1. Mentors provide individual counselling sessions to slow learners. Respective subject teachers are made available after the class hours to help the

slow learners relating to their academic queries.

Each course teaching pattern is structured with at least one hour of tutorial class and one hour of remedial classes per week. The tutorial class allows the students to interact with the faculty giving feedback on their understanding of subject contents. Students are offered remedial classes, soft skill trainings, English language training, communication skills etc.

University takes special care to promote the learning needs of advanced learners. Advanced learners are encouraged and provided opportunity to take up on job training, field based studies and case studies on relevant disciplines. Advanced learners are encouraged and taught for qualifying the national / state / International level examinations such as GATE, NET, SET, GRE, TOEFL, CAT and Civil services examinations. Such students are encouraged to face challenges with relaxed mind so that they become role models for members of respective peer groups. They are also encouraged to attend NPTEL/ MOOC, BSE/NSE and other Online Certification Courses to enhance employability.

In bridging the learning diversity peer learning and collaboration is encouraged by grouping students of different learning levels. The CBCS allows scope to this aspect in its regulations where the internal evaluation includes a component for Quizzes, group assignment, and debates which help to improve learning ability through its participative nature.

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

2.2.2 Student - Full time teacher ratio

Response: 34.73

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.37

2.2.3.1 Number of differently abled students on rolls

Response: 39

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	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 experiences

Response:

Innovative teaching practices are implemented as continuous learning processes through cohesive efforts of faculty members and students. Regulations and curriculum of the university are structured to support the learning experiences. Experiential learning, participative learning and problem solving methodologies are integrated in the overall teaching-learning process.

The university departments adopt ordinance 14 (erstwhile ordinance 31) to make teaching learning process student centric. University follows choice based credit system (CBCS) in which students are provided opportunity to choose the courses of their interest from any department of the university. To enhance the learning experience, subjects are classified into core, generic, discipline centric courses. The student has enough flexibility to choose out of these courses.

The ordinance gives flexibility to the teacher to design the third internal assessment based on problem solving method/ case studies / creative assignments etc. Apart from this, most of the departments offer major / minor project in the form of academic research project/ industry oriented project/ dissertation, which is the mandatory requirement of the course curriculum. This enhances experiential learning and gives practical exposure to the students.

Besides lectures, and tutorials, students are engaged in group discussions, group projects, individual projects, internships, field work, etc. All of these activities are aimed at experiential learning, participative learning and collaborative learning in a highly effective manner.

Industry Institute interaction in the form of guest lectures by eminent speakers from industries, academic/ research organizations, and other fields, industry visits, entrepreneurship development programs etc are regular features of majority of the programs offered by university.

To impart innovative practices in education, the fundamental focus of the university lies in periodic advancement of teaching methodologies. This is carried out through an intense culture of training, building knowledge enquiry capabilities and providing challenging platforms to students to develop innovative approaches towards learning practices. The university adopts several techniques for ensuring student centric learning for engagement and motivation of students:-

1. Within Class Activities –
 1. Lectures
 2. Presentations
 3. Group Discussions
 4. Case Study
 5. Expert Sessions
 6. Workshops & Seminars
2. Outside Class Activities –
 1. Field Projects
 2. Media Creation
 3. Industry Visits
 4. Experiments
 5. Club Activities at department level
3. Self Paced Activities –
 1. MOOCS courses
 2. Digital resources

The academic programmes of the university vis-a-vis teaching-learning processes are supported by :

- Blended teaching-learning pedagogy incorporated with ICT tools
- Anytime-Anywhere learning – through MOOC courses on SWAYAM portal, accessibility to e-resources etc.- an activity displaying increasing interest with time.
- Interdisciplinary approaches as per CBCS norms

Experiential learning is also ensured through the development Centre / IoT incubation centres / media centres/ collaborative cells (YI-CII, Indore Management Association, RRCAT etc) in the form of short term live technical / functional projects.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 303

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 20.39

2.3.3.1 Number of mentors

Response: 516

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 77.79

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 61.97

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
206	203	200	179	174

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years**Response:** 13.04

2.4.3.1 Total experience of full-time teachers

Response: 3949.8

File Description**Document**

Any additional information

[View Document](#)**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 4.51

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	05	01	06	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 10.63

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
36	43	44	44	45

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	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 declaration of results during the last five years

Response: 19.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	19	20	20	20

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Any additional information	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last

five years

Response: 0

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

The university ordinance 14 (erstwhile ordinance 31) offers full autonomy to the department about the conduct of internal(40%) and end semester (60%) examination. The evaluated answer copies are compulsorily shown to the students to ensure transparency in the evaluation process. This has enabled the university to ensure the timely completion of a grievances free evaluation system. The results are prepared and declared by the departments of the university.

During the semester, continuous evaluation of the students is conducted at three points of time by way of three assessments of 20 marks each. Out of these three tests, two are written tests whereas third one is designed and conducted in the form of Quiz/Seminar/ Assignment etc. The student is assessed on the basis of best two internal assessments out of three. The departments display the provisional results within seven days. The grading structure consists of eight passing grades (O, A+,A, B+, B, C+,C, D, and students securing less than 35 marks gets F (fail) grade in particular subject, however Students cleared with minimum 12 credits in a semester are promoted to next semester.

The university conducts external audit of the Examination System. The external expert of conducts comprehensive viva-voce for assessment of overall knowledge gained by the students. These external experts also conduct the academic audit to assess the standard of the question papers, syllabus covered, marking in the valuation of the answer books, etc. This ensures the assessment of the entire process and continuous improvements in the practices.

The university examination system has integrated IT to enhance its efficiency. The process includes from online examination form filling, fees deposition, result processing and declaration. Recently the university has also started giving QR code based marksheet and degree certificates to ensure security and verifiability. All the degrees are given in two languages –Hindi and English.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.5 Status of automation of Examination division along with approved Examination Manual A. 100% automation of entire division & implementation of Examination Management System (EMS)

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

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

All the UTDs of the university strictly adhere to the guidelines issued by various regulatory bodies from time to time relating to syllabus revision, CBCS etc. The upgradation process is initiated by respective departments after taking feedback on curriculum from different stakeholders. Before the commencement of academic session, a syllabus revision workshop is organized by every UTD which includes faculty members, subject experts and industry experts, who review the feedback and incorporate desired changes in the syllabi. The Programme outcomes, Programme specific outcomes and course outcomes for all Programmes offered by the UTD are further defined and displayed on the Department/University website. The curriculum is there after communicated to teachers, students and other stakeholders.

A sample of learning outcomes defined by school of education shows the focused approach of the program. School of education focuses on offering variety of Pre-service and In-Service Teacher Education Programs

with the objectives of producing quality professionals such as the teachers, researchers, curriculum developers, evaluation experts, counselors, educational planners and administrators.

The university prepares and communicates academic calendar for smooth implementation of curriculum. All the teaching departments adhere to this academic calendar. Accordingly the teachers prepare their academic plans well before the start of the semester for effective delivery to achieve the specified outcomes. The academic calendar is also communicated to students and recruiters.

The learning outcomes of different departments are clearly reflected in terms of impressive pass percentage of students (more than 93%), less number of dropouts from programs and more than 60% of students attaining first division. A large number of students' selection in national level competitive exams like UPSC, MPPSC, UGC-CSIR NET & JRF, GATE, GRE and other examination. The attainment of desired learning outcomes provides opportunities to the students to get employment/pursue higher studies in the premier institutions of national and international recognition. This is reflected by the high percentage of placement (approximately 70% of willing candidates) in most of the programs.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The university attempts to incorporate three domains – cognitive, affective and psychomotor in defining its learning outcomes. Various levels of attainment in terms of knowledge, Understanding, Application, Analysis, Synthesis, Evaluation and Creation are incorporated in the Course outcomes. The university adopts the following process for assessing and reviewing its course outcomes-

Step 1: The Program coordinator analyzes the program objectives and program outcomes.

Step 2: The group of experts then analyses each course by breaking down into course learning outcomes. The feedback on curriculum taken from various stakeholders is kept in consideration while laying the course outcomes.

Step 3: Subject teachers then prepare the detailed syllabus for each course on the basis of course outcomes already defined. The ordinance 14(formerly Ordinance 31) gives autonomy to the teachers to design and implement the syllabus. The Departmental Committee analyzes the prepared syllabus and approves for implementation. The departmental committee and program coordinators evaluate the attainment of outcomes.

Step 4: The subject teacher does a Continuous Comprehensive Evaluation of the student through three

internal test and end semester exam. The first two tests and end semester exam are compulsorily in written form to assess the cognitive domains of knowledge, understanding, application analysis, synthesis, evaluation and Creation level of attainment. One of the internal assessments is designed in the form of assignments/ presentations/projects etc, to measure affective and psychomotor activities. The teachers are given full autonomy to design question papers/ tests/quizzes etc to assess and evaluate the learning level of students.

Step 5 : The attainment of learning outcomes are analyzed by department head on the basis of direct and indirect measures. Direct measure is the synthesis of examination result to identify pass percentage and marks obtained by students. Indirect measures are employment generated, student progression to higher learning and feedback from various stakeholders.

Direct attainment of learning outcomes of different departments are clearly reflected in terms of impressive pass percentage of students (more than 93%), less number of dropouts from programs and more than 60% of students attaining first division. Indirect attainment is reflected in terms of large number of students' selection in national level competitive exams like UPSC, MPPSC, UGC-CSIR NET & JRF, GATE, GRE and other examination. The attainment of desired learning outcomes provides opportunities to the students to get employment/pursue higher studies in the premier institutions of national and international recognition. This is reflected by the high percentage of placement (approximately 70% of willing candidates) in most of the programs.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 93.6

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

Response: 3337

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 3565

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.1

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Response: 6.44

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
00	7.87	14	10.35	00

File Description	Document
Minutes of the relevant bodies of the University	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 5

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	0	2	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers.	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 182

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
49	26	35	38	34

File Description	Document
List of research fellows and their fellowship details	View Document
Any additional information	View Document
Any additional information	View Document

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document
Any additional information	View Document
Link to videos and photographs geotagged	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 41.38

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 12

File Description	Document
List of departments and award details	View Document
e-version of departmental recognition award letters	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 49.16

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	49	0	0.163

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 918.8

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
101.50	84.25	290.69	191.37	251.00

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	View Document
Any additional information	View Document

3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 1.68

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

Response: 102

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 303

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Link for funding agency website	View Document

3.3 Innovation Ecosystem

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

Response:

Ecosystem for Research -

The university has developed well structured “Research and Consultancy Policy” which focuses on promoting institutional sponsored impactful policy research. All the departments and faculty members are guided by this policy. This has resulted into seven departments getting support under UGC SAP scheme, three departments identified under CPEP, two departments under DST-FIST, One by DBT, a State Planning Commission Chair on Micro Economics Governance, Sindhu Shodh Peeth, Chair in Bahai Studies.

(<http://www.iqac.dauniv.ac.in/sitedata/policies/University%20Research%20Policy%202.0.pdf>)

Large number of departments have research projects sponsored by various funding agencies like UGC, ICSSR, CSIR, DBT, DST, MPCOST ,DRDO etc.

Research component in the form of minor project / major project / assignments etc. has been introduced in the curricula of the most of the programs.

The University acknowledges outstanding research contributions made by the faculty members, research scholar and students by providing incentives in form of Fellowships, certificate of appreciation, souvenir, awards/prizes, seed money grant etc.

Ecosystem of Innovation-

The university is keen to sensitize its teachers and students towards a culture of innovation by nurturing and eco system of innovative thinking. To promote entrepreneurship skills and innovative thinking among students, various schools of the university have created cells and incubation centre. Some of them are :-

- **eCell “ANKUR”** - Institute of Management Studies has initiated to create a formal vibrant eco system in campus by establishing dedicated Innovation & Entrepreneurship Development Cell -“ANKUR”. ANKUR strives to offer a variety of activities and resources for development of new entrepreneurial ideas and products that can potentially have economic value and also benefit the society and help students learn different aspects of starting a new venture.

- **ATAL incubation Centre** - Institute of Engineering and Technology has established ATAL Centre for Innovation, Incubation and Entrepreneurship. The centre undertakes activities such as entrepreneurship awareness camp aimed at creating awareness among students of Engineering and Science courses.
- **Development Centre** - International Institute of Professional Studies has set up a Development Centre which is rendering low cost IT solutions to various government and social organizations keeping in view e-Governance and Social Computing Initiative, training of the various end-users and maintenance of the products thereby offering a complete package of IT solutions- cum-services.

Transfer of Knowledge -

The transfer of knowledge to society and industry is done by means of policy documents, industry interactions, collaborative research and development of case studies. The School of Economics has submitted various policy related research such as “Devolution of Funds from state to district planning”, “Case Study of Solid Waste Management”, “Identification of Parameters for ideal Gram Panchayat” etc to the State Planning commission under its Chair.

The University has created University-Industry Partnership Cell to enhance industry interaction with students and teachers and create new opportunities for applied research. Several faculty members conduct regular training programs for industry.

The university has signed MOUs with several industry bodies/associations and foreign universities for research and training programs.

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

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 20

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	3	2	1	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 50

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	9	9	5	03

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 17

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	2	1	3	1

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the University for the start ups on campus	View Document
Contact details of the promoters for information	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description

Document

Any additional information

[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description

Document

e- copies of the letters of awards

[View Document](#)

3.4.3 Number of Patents published/awarded during the last five years

Response: 2

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description

Document

List of patents and year it was awarded

[View Document](#)

Any additional information

[View Document](#)

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 2.65

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 426

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

Response: 161

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 6.39

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
320	259	363	382	661

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 1.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
86	63	67	26	79

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index**Response:** 3.96**3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response:** 23.5**3.5 Consultancy****3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual****Response:** Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years**Response:** 34.47**3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
9.91	6.95	8.14	8.57	0.90

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years**Response:** 1.98**3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
0	1.98	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The University carries its Vision as “Holistic Development” of students, where it tries to inculcate balanced growth of its pupil. The mission statement of university is “Educating and empowering the learners to realize their potential through righteous blending of knowledge, skills, and values for serving the society”. The university is increasingly involved in conducting the outreach programmes for the welfare of the society and to create awareness among students towards social issues.

Extension Activities for local community-

The university has undertaken several initiatives through which the students have contributed to local community and addressed various social issues. NSS activities, Young Indians (YI-CII) , Blue Ribbon Club are some platforms for extension activities. Six departments have very active NSS units which have conducted several activities such as clean energy drive, women and child health care awareness, blood donation camps, free health check-ups, eye-check up camps, science awareness programmes, intoxication eradication, promotion of scientific approach among school children, plantation and cleanliness drives, Arts and Craft based vocational trainings, Nationalism promotion by Mera Tiranga Mera Abhiman celebration and voter awareness campaign.

A very unique initiative is adoption of villages by NSS units for conducting various awareness programs. The university has also encouraged students to adopt and take care of TB patients. The students pay regular visits to them and provide nutritional food and medicines. They also provide them emotional support. This has helped in creating empathy among students.

Distribution of old clothes, books etc to the needy section of society is regularly done by students and teachers.

The Department of Life Long Learning and DDUKK have conducted several training programs for

housewives, senior citizens and others. These training programs range from art and craft to computer related programs.

Sensitizing Students to Social Issues

Two departments of the university, IIPS and SOE run “YUVA” , the chapters of YI-CII, which is the social wing of CII run by young entrepreneurs. YI-CII works across several verticals like health, education, energy conservation etc. YUVA chapters at university have participated in activities like celebrating “Earth Hour”, Muskan- Good Touch-Bad Touch initiative for small girls, career counseling for underprivileged school children etc.

The university has organized interactive sessions on issues like Bachpan Bachao, Gender Equity, Empowering Girls, female foeticide, Sexually transmitted diseases (STD’s), breast cancer awareness, prevention of food wastage etc., from time to time.

Students are encouraged to participate in activities like drama, dance and singing etc. done on special occasions, through which social messages are conveyed.

File Description	Document
link for additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 22

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	2	3	7	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 244

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
70	96	29	37	12

File Description**Document**

Reports of the event organized

[View Document](#)

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 32.18

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4564	4778	3076	3484	50

File Description**Document**

Report of the event

[View Document](#)

Average percentage of students participating in extension activities with Govt. or NGO etc.

[View Document](#)**3.7 Collaboration**

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 15

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
22	20	14	11	8

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 478

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
182	91	62	124	19

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 60

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
12	5	17	24	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

- Provision of adequate infrastructural facilities for teaching and learning has always been a priority area for the University.
- The University is spread over two campuses- Nalanda and Takshashila- encompassing over three-hundred acres of terrain with construction of robust structures for various academic purposes. The campuses are endowed with state-of-the-art dedicated buildings for every department that caters to their academic, administrative and supporting needs as prescribed by statutory bodies' viz. UGC, AICTE, NCTE, and PCI.
- The University Departments have established their own separate and self contained buildings with the laboratories, classroom, seminar halls, office space, student amenities, library, rooms for students and faculty to facilitate the conduct of the various academic, research, training and extension activities. A brief overview of these facilities is as below:
- **Class rooms:** All Department of the University are well equipped with a sufficient number of classrooms and laboratories as per statutory guidelines. The classrooms are provided with white/green boards, projectors, and screen. Projector-enabled classrooms are available for students to facilitate ICT enabled teaching. Students on the campus have accessibility of e-resources on 24 x 7 basis. All teaching and research facilities such as computer systems, projectors in lecture theatres/classrooms/tutorial rooms and teaching laboratories have 100% power back-up. Many departments are also equipped with smart classrooms.
- All the departments have well-furnished separate cabins for the faculty members for effectiveness in teaching –learning through regular interaction with the students for counselling and guidance.
- **Laboratories/Workshops:** All laboratories are well maintained for carrying out curriculum oriented lab practical and research activities and equipped with state- of- the- art equipments/ facilities. The laboratories are designed with the safety features imbibed in the infrastructure.
- **Auditorium/Seminar Hall:** University has Auditorium equipped with state of art facilities. Most of the departments have seminar halls equipped with addressing systems, LCD projectors etc.
- **Library Facilities:** The entire campus is Wi-Fi enabled and allows teachers and students to access online resources viz., live databases and online journals. Most departments have in- house, subject-specific libraries with specialized books, periodicals and dedicated computer laboratory/facility. In addition, the University has an excellent central library equipped with all sorts of required resources.
- **Printing Press:** University possesses its own modern Printing press used for printing question papers and other confidential documents. Its services are often outsourced to other Govt departments for confidential printing work.
- **Computer Center:** University has its own Computer Center established by DRDO in 1988 which is primarily meant for result processing and printing of gradesheet.
- For visually challenged Divyangs, University has set up Learning facilities/resources in collaboration with NTPC.
- Day care centre for wards of teaching and non teaching staff is available besides, one primary

health care facility in the campus.

- University has 12 hostels accommodating 1500+ students. There are two canteens, post office, State Bank of India Branch, residential quarters for teaching and non – teaching staff and 2 Guest houses.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

- The University provides ample opportunities for the students to take part in all indoor and outdoor sports activities. These activities are conducted throughout the year.
- University has Directorate of Physical Education, which maintains and extends indoor and outdoor sports facilities to students and staff members. The Directorate of Physical Education and School of Physical education (UTD) have been organizing various sports and games activities every year for the students of University and affiliated colleges including All India Inter-University Tournaments.
- University has School of Yoga (UTD) which conducts programmes related to meditation and general well being besides its own academic courses.
- University provides Insurance for coaches and University players, Rewards to achiever, subsidy to colleges, opportunities to colleges for the promotion of sports. University has many Arjuna awardees, Vikram Awardees and Vishwamitra Awardees to its credit. (ftp://naac.dauniv.ac.in/NAAC/Criteria%2004/4.1.2/4.1.2_Awardees.pdf)
- The University has state-of-the-art sports facilities. The details are given below:

Sr. No.	Facilities	Numbers	Year of Establishment	Area	Use year
01.	Track : Synthetic International class II certified funded by MYAS	01	2017	400 mts.	285
02.	Foot ball field (Grass)	01	1990	100x75 yards	660
03.	Hockey field (Clay)	01	1990	100 yd × 60 yd	210
04.	Cricket ground (Turf)	01	1990	65 yd radius	932
05.	Basketball courts (Cement)	02	2000	94 ftx 50 ft	128
06.	Tennis Courts Asphalt	02	2000	36 ft x 78 ft	620
07.	Volley ball courts (Clay) flood lighted	04	2016	60 ft x 30 ft	998
08.	Hand ball courts (Clay)	02	2000	40 ft x 20ft x 20ft	20256
09.	Kho-Kho ground	02	2015	95 ft × 52 ft	326
10.	Kabaddi ground	01	2000	12.5 mts X 12.5 mts	10318
11.	Multi Gymnasium hall, Badminton, Table-	01	1989	40x24 mts	141

	Tennis, Gymnastics, Taekwondo, Judo, Wrestling,				
12.	Cricket net practice arena turf	03 pitches	2016	9 ft x 24 ft	198
13.	Multiple Practice arena	01	1990	20X40 mts	752
14.	Indian Round Archery field	01	2015	30 mts – 70 mts	218

All the grounds are fenced with iron angle and chain linking fencing of 2.5 mts height. (ftp://naac.dauniv.ac.in/NAAC/Criteria%2004/4.1.2/4.1.2_Sports%20Activites.pdf)

Cultural Activities

The University has one dedicated Auditorium and four other mini theatres spread out in departments. University is very vibrant with its cultural activities which spans from organizing International youth festival SAUFEST (2017), National level (2015), State level, Inter-district Youth Festivals to student/department specific cultural events. The University Cultural Center (UCC) articulates the cultural activities round the year.. Some of the notable cultural events organized in the past are elaborated in the. (ftp://naac.dauniv.ac.in/NAAC/Criteria%2004/4.1.2/4.1.2_Cultural%20Activities_DAVV.pdf)

The Cultural Center organizes inter-department fest- Sfoorty- every year wherein students showcase their talent in classical/Western dances, music, debates etc. Cultural programmes have also been organized to commemorate the various important events such as convocation, seminars, celebration of national festivals etc. Several renowned musicians have performed in concerts under the aegis of the SPICMACAY society, KabeerVani and SANAND in the University auditorium.

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

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 92.73

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 255

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation

during the last five years.

Response: 42.25

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2625	2701	2561	2453	2369

File Description	Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Central Library of the University has automated their housekeeping operations since 2007 using different versions of Integrated Library Management Software (ILMS). Currently, TLSS with a customized version is being used as ILMS. The house keeping operations include acquisitions, circulations, Web OPAC and maintenance. Currently, some of the departments are also connected through TLSS service. The complete process of acquiring books and its technical processing is completed using the designated module of the software. The software supports all the activities of circulation section including issue/ return and overdue charges among others. The Web OPAC facilitates searching of complete books/e-books/Journals collection with results providing location of a book in the central library/Departmental Library shelves. The bibliographic entries in many Indic languages are supported as well in the TLSS.

Overall - as a single entity- TLSS supports the multidisciplinary approach to information and is highly used by end users to locate books from Central/Departmental libraries.

University library system is likely to be upgraded to a new Open Source ILMS (Integrated Library Management System) KOHA.

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for

library enrichment**Response:**

University and its departments have repository of rare books, technical manuals and reports which are kept spread across various departmental libraries viz School of Law, School of Mathematics, School of Economics and Institute of Engineering & Technology. These are properly catalogued with Accession number and maintained in the concerned departmental library. A detail account of collection is provided in attachment and this collection in the University is a precious archive for its readers.

File Description	Document
link for additional information	View Document

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 75.81

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

2017-18	2016-17	2015-16	2014-15	2013-14
55.68	57.10	109.29	107.87	49.11

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 2.49

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 270

File Description	Document
Any additional information	View Document

4.2.7 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. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 3 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document
Any additional information	View Document
Give links or upload document of e-content developed	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Information Technology Centre (IT Centre) was established in year 2000 with an objective to create world class ICT infrastructure to facilitate Networking, Internet Services and Solutions for fulfilling Teaching, Research and Governance goals of the University. IT Centre received “My India Wi-Fi India Summit & Award - 2018” for the best enterprise Wi-Fi project in the country.

IT Centre has successfully installed and commissioned its campus wide network covering all University Teaching Departments (UTDs), administrative sections and hostels. The University has about 5000 network connections and 9000+ users covering buildings across two campuses. The University campus network named as DAVVNET consists of following three networks:

1. Campus wide Network (LAN) (departments/sections, two campuses)
2. Campus Wi-Fi network (Takshashila and Nalanda campuses including Hostels)
3. Hostel LAN (12 hostels in two campuses)

University is providing Internet services to all stakeholders through 1 GBPS Internet lease line connectivity obtained from National Knowledge Network (NKN). This connectivity along with developed IT infrastructure has been successfully used in conducting several online interactive workshops held under NMEICT.

University is running several IT and network support services such as email and web service, Proxy and Firewall services for access control, LDAP as authentication service, DNS for name to IP resolution. These services are centrally managed by IT Centre.

University e-Governance services are also made available through University web portal. These services are online admissions, results, registrations, various forms and fees submission.

The Wi-Fi connectivity in DAVV campus started in the year 2006 with few UTDs and Currently it is upgraded to provide Wi-fi connectivity in all UTDs, hostels and administrative departments.

The hostel LAN connects all 12 hostels of the University to IT Center through Optical fibre backbone. Every room of the hostel has provision of two network points thus giving one I/O connectivity to every student residing in hostel.

DAVV IT Infrastructure Enhancement during 2014-2018-

1. **Hostel LAN backbone:** Hostel network infrastructure was upgraded in the year 2015-16. This includes optical fibre backbone creation connecting 12 hostels of University. This work was carried out under NMEICT scheme with the total investment of Rs. 40 Lakh comprising of University contribution of worth Rs. 10 Lakh
2. **Networking in Hostels:** Commissioning of hostel LAN was completed in the year 2017 including the structured cabling of 1731 points in hostel rooms, installation of 42 switches. This work was carried out by Madhya Pradesh State Electronics Development Corporation (MPSEDC) , Bhopal
3. **Extension of Campus wide Network:** The LAN commissioning of 914 points was also completed during 2017 in newly constructed buildings in Takshashila campus. This included structured cabling of points in various UTDs, installation of 26 network switches. Besides this, 50 switches were replaced in the existing network. This work was carried out by MPSEDC.
4. **Hostel Wi-Fi Network:** There are total 125 AP points that have been installed in hostels and University campus.

A total investment of Rs. 1.7 Crore has been made during 2014-19 which was debited from RUSA and UGC XII plan grants.

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

4.3.2 Student - Computer ratio

Response: 3.96

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS**Response:** ?1 GBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**Response:** Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 37.9**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)**

2017-18	2016-17	2015-16	2014-15	2013-14
2612.5	2465.31	2212.9	2106.71	2047.37

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

- The University has its own Maintenance Policy implemented in 2018. (<http://www.iqac.dauniv.ac.in/sitedata/policies/University%20Maintenance%20Policy.pdf>)
- The campuses of the University provide an excellent academic environment through buildings constructed with state-of-the-art technologies consisting of energy efficient, water conserving, and sustainable building materials.
- The University is spread over two campuses- namely, Nalanda and Takshashila, covering around 315 acre of land. The University has a number of buildings, auditoria, laboratories, sophisticated equipments, computers and ICT facilities, sports and physical education amenities, which are the back bone of academic activities. Besides, there are number of hostels for girls and boys, guesthouses and residential quarters for faculty/ staff.
- There is a dedicated Engineering Section, which oversees periodic maintenance of all buildings, roads and rainwater and grey-water drainage. The Engineering Section has several experienced civil and electrical engineers, and is headed by an officer of the Executive engineer rank. This section carries out painting of buildings at regular intervals apart from civil repairs and other maintenance as per the necessity or on request. There are a number of roads connecting University gates to academic buildings, administrative buildings, sports grounds, hostels and quarters in the main campus as well as in the other campus. Adequate budgetary provisions are made for the above activities.
- The academic infrastructure of the University, such as research and teaching laboratories, classrooms, auditoria, libraries, etc., are housed in over 31 departments and centers spread across the campus; in addition, the institute also has a large central library. The regular monitoring and maintenance of these academic facilities is undertaken by the respective departments that house them through dedicated AMCs and warranty, and all upgradation and repair works are conducted by the engineering Section. In addition, engineering section also undertakes periodic survey of the various infrastructures on the campus and takes proactive steps to ensure high standards of maintenance. Off late, a substantial funding sanctioned under RUSA to University, has played a pivotal role in physical maintenance of buildings and facilities.
- The sports facilities on the campus is actively managed by the Sports Association, who is headed by typically a sports-inclined faculty member and his team headed by the Director, physical education. All regular maintenance matters are internally managed by the sports Directorate and School of Physical Education, while all major construction works are promptly addressed by the Engineering Section.
- The computers and the networking on the campus are maintained by an efficient group of engineers drawn through IT Center. IT Center is also responsible for the maintenance of entire digital physical infrastructure on the campus, apart from playing a pivotal role in setting up of a contemporary and comprehensive digital platform on the campus.
- Animal house is maintained by the Department of Biochemistry, Biotechnology and Life Sciences.
- Security of University Campus including academic and administrative buildings is done by the Third Party Security Agency, who works under the supervision of University Administration. The expenditure herein is debited to University resource
- Annual stock checking of furniture, lab equipment, ICT facilities and all assets and reporting of repairs/loss in departments is mandated to be done by designated staff member as an academic year ending activity and the consolidated report is submitted to Registrar/VC by the head of department.
- Cleaning of the campus areas in both campuses including the academic and administrative

buildings is carried out daily in the morning by a outsoueced housekeeping team, who works under the supervision of University Administration. Majorly this service is outsourced with the help of Govt. agencies like local Municipal corporation etc. The expenses therein, are debited to University corpus fund.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 25.27

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2476	2436	2477	2593	2285

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.71

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
60	79	80	71	56

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

7. Yoga and Meditation**8. Personal Counselling****7 or more of the above****Any 6 of the above****Any 5 of the above****Any 4 of the above****Response:** 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**Response:** 49

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5287	4761	4153	4136	5434

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students**Response:**

The International Cooperation Cell and Dean, Students' welfare coordinate and handle international cooperation activities at Devi Ahilya University, Indore.

The role of International Cooperation Cell (ICC) is to manage and synchronize all international programs of the university, including:

- Admission of international students to different courses running in the different schools/Institutes of the Devi Ahilya University, Indore (DAVV) and in the affiliated colleges.
- International exchange of Faculty, Research students, Technicians and Graduate and Undergraduate students to promote education and research with foreign universities, research institutions and industries.
- To establish Memoranda of Understanding (MoU) between DAVV and institutions abroad
- To enhance collaborative research activities
- To develop a multi-cultural, multi-ethnic and inter-disciplinary learning environment in the university campus.

International Cooperation Cell provides various facilities and also assists in the following manner:

- Information about different international programs available within the scope of higher education
- Promote student and teacher mobility to and from foreign institutions
- Provide faculty with information on teacher exchange and international cooperation programs
- Provide meet and greet service for international students, welfare provision, counseling services, etc.
- Negotiate international cooperation agreements
- Ensure presence of the University at international educational meetings and forums
- Seeking scholarships or grants for outbound and inbound students and faculty
- Managing existing formal or informal collaboration and seeking new partnerships
- Organizing international events for international students and alumni
- Celebrating international youth festival 'SAUFEST' so as to bring about cultural awareness, sensitization and tolerance towards other Races, Religions and Cultures.

Further, International Cooperation Cell endeavors to provide all support services to address all students' related issues in a timely manner.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 35.37

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

2017-18	2016-17	2015-16	2014-15	2013-14
1102	1381	1369	1253	1176

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 11.84

5.2.2.1 Number of outgoing students progressing to higher education

Response: 431

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations

during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 51.3

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
264	330	82	47	22

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
510	650	155	102	40

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 159

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

2017-18	2016-17	2015-16	2014-15	2013-14
61	21	26	22	29

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

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

Response:

The University believes in participatory management by all stakeholders - students, staff, faculty and management. Students are an integral part of several academic and administrative bodies/committees/activities. An active Student Union is in place which contributes in various activities. These activities range from sports, personal hobbies to technical interests. These student bodies help them to explore hidden talent and help in personality development.

The details of student representation in academic and administrative bodies/committees of Devi Ahilya Vishwavidyalaya are summarized below:

Board of Studies (BoS)/ Departmental Committee – Every department/ school/ Institute has a Board of Studies (BoS)/ Departmental Committee with two student members along with other members. This committee is responsible for designing the curriculum / syllabus and the associated revisions / amendments.

Students' council and extra-curricular activities – The University Students' Union comprising of students from various departments (UTDs), is a representative body of the student community of the University which actively engages in planning, conducting and supporting various extra-curricular activities. Class representatives are elected by students from every class and they in turn elect the office bearers - President, Vice-President, Secretary, Joint Secretary, Treasurer, and executive committee members.

Grievance Redressal and Anti-ragging committee, IQAC/DQAC

The students play effective role in hostel review committee, Anti Ragging Cell, Departmental Quality Assurance Cell (DQAC), Gender Sensitizing programs, disciplinary committees etc.

Placement Committee

The university has a very strong placement cell at central as well as department level which has helped almost 70% of willing students to secure placement. Final year student representatives are appointed as committee members and they play key role in all placement activities.

The university helps each student in exploring placement opportunities by inviting various companies for campus recruitment and providing continuous career counselling. This helps the students in getting suitable jobs and assists the visiting placement companies in identifying the 'right' candidate for their organization.

Cultural, Games and Sports Committees

Different University departments have organized every year their cultural fests such as Sfoorti, Akshank, Media Mantra, Hurisko, Spandan, Srajan, Synergy, Tourista, Xpressions, Axiom etc and sports events like Sfoorti-sports, Prayas, Pratispardha etc. The organizing teams are students' driven with guidance provided by the faculty members.

Hostel committee

University hostels have Committees consisting of student members which are either elected or nominated by the resident students of the respective hostel. The Committee in consultation with the warden actively participates in the routine functioning/ organization of all activities of the hostel. Each hostel has a Mess Committee consisting of students elected by the residents of the Hostel to supervise smooth functioning of the mess.

Technical Clubs:

Some of the university teaching departments have established students driven technical clubs that organize events.. The focus of these technical clubs primarily is to help the students gain practical technical vis –a- vis theoretical knowledge. Students get the opportunity to implement their class room learning. Some of these clubs are - ISHARE club, BAHA club, Institution of Engineers, Invento, Photography club, Theatre club, Music club, and Writers club etc.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 23

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
34	25	27	19	10

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The University has a registered alumni association along with independent associations at department levels. The alumni are actively engaged with the university and meet occasionally. The alumni from India and abroad actively contribute academically as well as financially in the governance structure of the University in a significant manner. The alumni engagement mechanism of the University achieves this by involving alumni in different activities.

Alumni of the university basically function as brand ambassadors. Cross – linkages among various batches of the Alumni serve to propagate the basic inputs about the institution and help to improve in building the grass root relationships. There have been several such gatherings at periodic levels in the past which had unique emotional academic hybridization and the message was appropriately delivered and received. There is an ambience of mobilization of work culture of such pattern in the university. Alumni of the university have been instrumental in generating the opportunity platforms so that existing students can display their rigour as well as potential towards career building. Incidentally, many of Alumni are in senior positions in the academic institutions as well as industries. They are performing roles such as entrepreneurs, scientists, teachers, and managers.

Following are some of the major platforms where alumni are engaged:

- As members of the Board of Studies of the university/Departments
- To deliver Invited Talks/ Guest Lectures
- As the Participants/ Speakers/ Sponsors during workshops ,conferences and seminars
- As recruiters of students
- Representatives/ ambassadors of the company during recruitments and motivating the students by having the presence of their seniors in the company
- Sponsors to support the events
- Engaged with institutions in the capacity of Visiting Faculty members.
- Alumni also contribute in review and development of the curriculum
- Alumni also participate as the active members of IQAC/DQAC
- Alumni are also engaged in various students driven activities such as clubs and committees, as a Jury Member, facilitator and activities supporters.

File Description	Document
Any additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs) ? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 25

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	5	4	5	0

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

VISION

“Emerge as a premier higher learning institution by creating, advancing and disseminating knowledge with collective wisdom, through value imbued holistic education for peaceful, sustainable and humane society”

MISSION

“Educating and empowering the learners to realize their potential through righteous blending of knowledge, skills, and values for serving the society”

The University strives to realize its vision and mission by:

- Facilitating learner centric multidisciplinary course curriculum, pedagogy and resources through technology enabled joyful and diverse learning environment.
- Achieving excellence for world class competencies in teaching, research and extension.
- Promoting multidisciplinary research and scholarship.
- Providing demand driven educational programmes for enhancing skills and employability.
- Emphasizing value guided competencies among learners for developing socially responsible professionals and leaders.
- Evolving educational processes to ensure balance between head, heart and hand for holistic personality development.
- Exploring global opportunities for stakeholders through international collaboration.
- Nurturing a culture of pride, ownership and belongingness for attracting and retaining human resources.
- Promoting autonomy with accountability through participatory, transparent and value-based governance.
- Adapting environment friendly and energy efficient best practices for sustainable development.
- Addressing issues and priorities for empowering local community with a global perspective.

Devi Ahilya University is a premier Institution of higher learning in central India, effectively catering to diversified educational needs of tribal, rural and urban population for past 54 years. One of the mission statements of the university includes **“Facilitating learner centric multidisciplinary course curriculum, pedagogy and resources through technology enabled joyful and diverse learning environment”**. Various teaching departments have adopted approach of “Multi-disciplinary Course Curriculum” while designing the course schemes of various offered program, as while designing the program schemes it has been ensured that along with offering the education of the core discipline offered in a program, the scholar is also offered education of various peripheral disciplines. For example, a student from technical discipline is ensured to be offered subjects like Business Communication, Personality Development, Organization Behaviour etc., so as to pave the way for his/her holistic

development. Similarly, a student from non-technical discipline like Management/Commerce/Economics/Social Science is also offered education in subjects like Computer Application, Quantitative/Statistical Techniques, etc. for the same reason. In this way, all the teaching programs offered by various teaching departments are reflective of vision, mission and transformational leadership for academic and administrative excellence.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The university practices decentralization and participative management not only in its execution processes, but also in policy matters, as feasible. At execution level, the autonomy is practiced at two levels, i.e., in academic activities, and in administrative activities. For academic activities, the university teaching departments are given sufficient autonomy to take important decisions at departmental level, thereby smoothening the functioning of departments. Even for the affiliated colleges and institutions, decentralization and participative management is practiced as key decisions are taken at Board of Studies constituted for different faculties. The functioning of various teaching departments is also based on decentralization and participative management, as majority of the operational decision making is delegated to various program in charges and important decisions are taken through various cells, committees and bodies. At administrative level also, the university practices decentralization and participative management, be it financial administration or otherwise. The heads of teaching departments and Assistant/Deputy Registrars of various sections have been given financial powers up to prescribed limits so as to smoothen the day-to-day working of the university. Further, beyond those levels, the financial decisions are taken at university registrar and Hon'ble Vice-Chancellor level on the recommendations of central level committees viz: Central Purchase Committee. Extending it further, The financial proposals are taken to Executive Council of the university for exceptional permissions, thereby creating a pyramid reflecting a true picture of decentralization and participative management in university.

Case Study: Examination in UTD/SoS

End semester examination was going on in one of the UTDs in the month of December 2018. The examination of PG students in Management scheduled on a particular day needed to be postponed, as a multinational company desired to visit for campus placement process on that particular day. The company gave no other dates for campus process. He insisted that he do not want to miss the company because after rigorous follow-up and continued efforts, company has agreed to visit for the first time to our campus. Head of the UTD explored the examination schedule and communicated with the superintendent of examination for possibility of postponement of the exam. After going through the schedule and exploring feasibility, the exam of that day was postponed to the next to the last day of exam. The MNC first time visited the campus and selected considerable number of students from the department. The decentralization and participative management is reflected in the case as,

- Examination could be postponed by head of the UTD, and there was no need of approaching to the

Hon'ble Vice Chancellor or Examination department of the university.

- Ordinance 14 (Re-revised ordinance 31), i.e. ordinance for regulation for functioning of UTD) made this possible. This is the classic example of decentralization of powers in the university.
- The decision was taken by involving all the concerned stakeholders including the TPO, HoD, Examination team, concerned subject faculty, and above all the affected class. This reflects the very true spirit of participative management of all concerned.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Strategic Plan of the university has been drafted keeping in view the comprehensive approach of long-term development of the university. It encompasses in itself various dimensions of growth including **Academic Excellence, Research and Innovation, Collaborations, Capacity Building, Self-reliance, Governance and Integration, Infrastructure, Holistic Development, Sustainability**, etc.

Activity Implemented: **Introduction of Programs to provide quality education to all and to cater to the diverse needs of various stakeholders including students.**

- To meet its objective of providing quality education at all level and initiating multidisciplinary courses for emerging needs of stakeholders including industries, research institutions, government organizations and society, the university has adopted the strategy of introducing innovative self financing programmes in core and applied areas of science, social sciences, humanities, arts, technology and other academic disciplines. The wide range of self-sustainable programs include programs across various faculties including conventional faculties like Languages, Commerce, Economics etc., to contemporary faculties including Computer Science, Management, Engineering, etc. Due to this university could offer a range of programs to cater to the diverse needs of various stakeholders including industry [**MBA (Tourism) 5 yr. Integrated program**], Entrepreneurial Skill Development [**MBA (Entrepreneurship) program**], Corporate Captains [**MBA (Executive) MBA (Distance Education) programs**], Language Skill Development (**French and German Language courses offered by School of Language**), Programs on performing Art , Vocational Skill Development (**Programs offered by Deendayal Kaushal Kendra and Department of Life-long Learning**), Continued Education needs of Aged Segment of Society (**Programs offered by Deendayal Kaushal Kendra and Department of Life-long Learning**), etc.
- Further, in order to provide sufficient academic freedom and flexibility in design of innovative course curriculum and teaching learning processes, university has adopted ordinance 14 for all its academic departments. Based on the need of a particular program, the credits of various courses

offered through the program can be divided not only in theory and practical sessions, but also lies scope for fulfilling credits through field work and projects. Under the said ordinance, the head of the concerned department is empowered to work out the distribution of credits offered during a semester among theory/practical/field work/project work. This academic flexibility is further extended to distribute the semester credits among Core, Ability Enhancement and Skill Development, Electives including Discipline Centric and Generic Categories, to be notified by the concerned university teaching department. This academic flexibility is also available to the students admitted in a program offered by any of the university teaching department. A student can opt for various elective-generic courses not only from the courses offered by the particular UTD with which he or she is registered, but he can also opt for the elective-generic courses offered by other university teaching departments from the same level of program under Choice-based Credit System. Moreover, an alternate choice is available to the students to opt a course in each semester under elective-generic category including skill development course from Massive Open Online Courses (MOOCs) available at SWAYAM platform.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Hon'ble Governor of the State is the Chancellor of the University. The Vice Chancellor of the University is appointed by the Hon'ble Chancellor. The Vice Chancellor is Chief Administrative and Academic Officer of the University. The Registrar, Examination Controller and Finance Controller of the University assist the Vice Chancellor in administrative, examination and financial matters. The University functions as per Act, Statutes, Ordinances and Regulations. The University has duly constituted bodies - Executive Council, Academic Council, Boards of Studies, Finance and other committees for decisions on major academic, administrative and financial matters. The constitutions of these committees are as per Act, Statutes and Madhya Pradesh Government rules. Vice Chancellor is also Chairperson of Executive Council, Academic Council, Academic Planning and Evaluation Board and Finance Committee. Executive Council includes two Professors on Seniority basis for three years, Four Deans of the Faculties and Four Principals. The Executive Council of the University meets almost every month to take decisions on major administrative and financial matters. Meetings of Academic Council, Finance and other committees are held regularly. Heads of the Departments chair the Departmental Committee meetings and all major decisions are taken there. The Boards of Studies of the subjects are responsible for the revision of the syllabi and course curricula. The departments enjoy academic autonomy to develop their own curriculum, teaching schedule and conduct examinations as per Ordinance 14.

All the expenditures incurred by the University are duly audited by the Government Resident Auditor. The State Government appoints Finance Controller who assists the Vice Chancellor on financial matters. University makes special efforts to utilize the grants and almost have zero budgeting policy. After audit by the Government appointed resident auditor, the utilization certificates are sent to the respective funding agencies.

IQAC is functioning in the University under the leadership of the Vice Chancellor as per UGC guidelines. Every department has DQAC coordinator with a team of two to three faculty of the department. IQAC committee has senior Professors, external experts from industry, management, civil society, and Registrar of the University. The meetings of the DQAC and IQAC are held at regular intervals and minutes are recorded. IQAC ensures timely submission of AQAR to NAAC.

The University has setup seven Task Groups and three special Cells on various aspects: (i) ICT for Learning and Support and Administrative Services, (ii) Effective Teaching-Learning and Evaluation, (iii) Student Support and Progression, (iv) Energy and Environment Management, (v) Fostering Excellence in Research, (vi) Promotion of Human Values and Professional Ethics, and (viii) Vision Document and Strategic Plan. The Cells are: (i) International Cooperation Cell, (ii) University-Industry Partnership Cell, and (iii) Technical Cells. The University has taken initiative in formulating various policies to guide development in specific areas. It has formulated Green University Policy and Green Calendar, Values and Professional Ethics Policy, Research Policy and IT policy. Vision Document and Strategic Plan has also been developed by the University.

Grievance Redressal Cell exists at both departmental and University level to resolve grievances/complaints.

File Description	Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Executive Council is the prime decision making authority for all the functioning matters and various important decisions to be taken by university. The university administration honours all the decisions taken by Executive Council.

One such instance (evidence) is revision of remuneration of non-teaching employees working in self-funded teaching departments of the university. The executive council of the university, in its meeting dated 09.06.2017 (agenda item no. 36) , principally approved the increase in existing remuneration of non-teaching employees working in self-funded teaching departments of the university by multiplying it with factor 1.86. In the light of the decision, the university administration issued orders to various self-funded teaching departments to assess the cases and put the related reports. The heads/directors of all the concerned departments forwarded the cases to university administration with necessary reports after due assessments.

- Hon'ble Vice chancellor of the university constituted a committee through order dated 27.07.2017 for re-assessment and final recommendations regarding various cases reported by various self-funded teaching departments of the university. The committee conducted its final meeting on 29.07.2017 and put-forth the recommendations to the university administration. The university administration placed the recommendations of the committee in the executive council meeting dated 03.08.2017 (agenda item no. 35). The executive council of the university resolved that the non-teaching employees working in various self-funded departments of the university be paid revised remuneration/salaries as per the recommendations of the committee.
- In the light of the above decision of the executive council, the university administration issued order dated 25.08.17 to all the concerned self-funded departments regarding payment of revised salaries to their eligible non-teaching employees from 01.09.2017. In the light of this order, all the eligible non-teaching employees in various self-funded departments of the university are being paid revised salaries from 01.09.2017.

Another example is empowering Task Group for Fostering Excellence in Research. Task group working

for the promotion of research in the university, itself act as the Research Committee and works for effective implementation of Research Policy. It was decided to felicitate active faculty/student researchers on January 26 every year in its one of the meeting and then University started felicitating faculty members for their research credential's (<http://www.dauniv.ac.in/notices/RecognitionAwardResearch2019.pdf>). Also University started a Journal as an implementation of the decision taken in the meeting of the task group (Devi Ahilya University Journal of Social Science and Humanities).

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

At Devi Ahilya University, we follow the welfare practices for teaching and non-teaching employees. These practices are unique feature of any of the state statutory university. The list of welfare measures are as follows:

In various courses (professional and traditional) subject to the rules of regulatory body, there is employee ward quota for teaching and non-teaching employees. For example, for all the courses covered under the CET (excluding those governed by external regulatory agencies like Pharmacy/Medical/BarCouncil of India, there is one seat is reserved for teaching and one seat for non-teaching employee onper section of 60 seats. (ftp://naac.dauniv.ac.in/NAAC/Criteria%2006/6.3.1/6.3.1_Brochure_CET2018_280418.pdf)

There is fee waiver for ward of non-teaching employees (class III and IV) in all courses. It implies that the wards of non-teaching employees are availing free higher education in various university teaching departments. For wards of teachers and officers, there is the concession of fees and they need to pay only 30% of total fees. (ftp://naac.dauniv.ac.in/NAAC/Criteria%2006/6.3.1/EW_concession.PDF) Concessional housing is available for regular teaching and non-teaching staff of the university. Separate bungalows, quarters etc. are been constructed by university for its teachers/employees falling in different categories on the cost of their house rent allowance.

(ftp://naac.dauniv.ac.in/NAAC/Criteria%2006/6.3.1/6.3.1_QuarterAllotmentnNotice06102018.pdf)

University has adopted the group health insurance for all its employees and there is also provision of ESI (Employee State Insurance). (<http://www.dauniv.ac.in/rules/Statutes05122017/Statute-38.pdf>) (<http://www.dauniv.ac.in/rules/Statutes05122017/Statute-31.pdf>)

University has provided the day care center (Creche) and health center facilities on very nominal rates. (ftp://naac.dauniv.ac.in/NAAC/Criteria%2006/6.3.1/4.1.1_Day_Care_Facility_2019.pdf),

<http://www.dauniv.ac.in/ShishuVihar.php>

(ftp://naac.dauniv.ac.in/NAAC/Criteria%2006/6.3.1/6.3.1_Health_Centre_Activity.pdf),
<http://www.dauniv.ac.in/HealthCenter.php>

Concessional Coffee house facilities are made available for all the students, teachers and staff and a 15% discount is extended to them on their bill amount.

(ftp://naac.dauniv.ac.in/NAAC/Criteria%2006/6.3.1/6.3.1_Indian%20Cofee%20House.jpg)

Bank and ATM facilities are available in Takshashila Campus (State Bank of India, DAVV Branch, Branch code-30389), IET Campus (State Bank of India, IET Campus, Branch code-30470), Nalanda Campus (State Bank of India, RNT Marg, Branch code-60180). Post office facility is also available in Takshashila Campus (ftp://naac.dauniv.ac.in/NAAC/Criteria%2006/6.3.1/6.3.1_Post%20Office.pdf).

File Description	Document
Link for Additional Information	View Document

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

Response: 8.16

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

2017-18	2016-17	2015-16	2014-15	2013-14
22	28	32	23	22

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 17.8

6.3.3.1 Total number of professional development / administrative training programs organized by the

Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	14	20	21	16

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 14.54

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	36	25	50	86

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The university functions with the imbibed human resource in following categories:

1. Teaching Staff appointed in regular mode,
2. Teaching Staff appointed in other than regular mode
3. Non-teaching Staff appointed in regular mode,
4. Non-teaching Staff appointed in other than regular mode

Performance Appraisal for Teaching Staff appointed in regular mode:

The university, being a state university, follows the mandatory Performance Appraisal System for its regular teaching staff. For the regular teachers, Performance Based Appraisal System, i.e. PBAS is applicable. Regular teachers are required to fill the PBAS/Self-appraisal Report on annual basis, which is forwarded to the establishment section of university after the observations/comments of Head/Director of the concerned department, for the needful action and record. The performance of the regular teachers is assessed on the basis of API scores obtained on the basis of various parameters included in PBAS/Self-appraisal report. The API score obtained by the faculty, as endorsed and verified, forms the very basis of promotion of regular teachers under Career Advancement Scheme. Necessary action, if required, is taken by university administration with the support of Head/Director of the concerned department.

Performance Appraisal for Teaching Staff appointed in other than regular mode:

The performance of the teaching staff appointed on contractual basis is appraised at the time of renewal/extension of the contract. A review committee on the proposal of the Head/Director of the concerned department is proposed as per applicable ordinance/rules, and is finalized by Hon'ble Vice Chancellor. The committee reviews the performance of the teacher and summarized the findings. Based on the findings of the review committee, the renewal/extension of the contract of the teacher is recommended and executed. The performance appraisal of visiting faculties is undertaken by the concerned HoD on the basis of student feedback and work done by them during previous tenure and other observations in course of her pervious semester assignment.

Performance Appraisal for Non-teaching Staff appointed in regular mode:

Performance appraisal of the Non-teaching staff appointed in regular mode is undertaken by the Establishment department of the university. There are well-structured forms for assessing the performance of regular non-teaching staff working at different levels. These forms are to be forwarded by the concerned departmental heads to the registrar after writing confidential reports. The registrar forwards the same to hon'ble Vice Chancellor after noting his observations. On the basis of appraisal, confidential report/observations, necessary action, if required is taken by the establishment department.

Performance Appraisal for Non-teaching Staff appointed in other than regular mode:

The performance of the Non-teaching staff appointed on contractual basis is appraised at the time of renewal/extension of the contract. A review committee on the proposal of the Head/Director of the concerned department is proposed as per applicable ordinance/rules, and is finalized by Hon'ble Vice Chancellor. The committee reviews the performance of the teacher and summarized the findings, based on

the findings renewal/extension of contract of the teacher is recommended and executed.

File Description	Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Devi Ahilya Vishwavidyalaya, being a state university, follows the rules of audit as laid down by state government. The university, apart from the internal audit of accounts, follow two way account and financial audit process as laid down by state government, i.e.

1. Account/Financial audit before payment conducted by Local Fund Audit, and
2. Account/Financial audit after payment by the office of Auditor General-M.P. Gwalior.

There exists in university an Internal Accounts Audit Cell, which pre-audits all the payment bills presented before it. After due audit of all the cases, the Internal Accounts Audit Cell clears the same and forward it to Residential Audit Section for final clearance. Once the case is cleared by Residential Auditor, the payment follows.

Apart from the above, once the financial year is complete, the office of the Auditor General-M.P., Gwalior, conducts the residential and internal audit on annual basis.

The audit objections are broadly generated at two levels, i.e.,

1. In course of advance/pre audit conducted by Local Fund Audit staff, and
2. In course of residential and internal audit conducted by the office of Auditor General-M.P. Gwalior.

In case of audit objections generated in course of advance/pre audit, the Local Audit Fund staff gets the objections cleared through the concerned department/section/person, before clearing the payment.

In case of audit objections generated in course of residential and internal audit conducted at the end of financial year, necessary communications and follow-ups are taken with the concerned department/section/person and objections are resolved. Necessary orders/letters etc. are issued as required to the concerned.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)**Response:** 27.65

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.69	2.53	6.71	4.95	9.77

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**Response:**

The baseline for Resource Mobilization by the university in “**Self-reliance**”. The university basically focuses upon self-sustainability model to generate the required Physical and Financial resources. A large portion of required funds is collected in form of tuition/academic fee collected from scholars studying in various programs offered by various University Teaching Departments (UTDs) and exam and related fee collected from the students of UTDs and affiliated colleges/institutes. Additionally, the university also focuses up on various schemes of different governmental agencies and attempt to augment the physical and financial resources under various available schemes including RUSA, SAP, UGC Plans, etc. As it is the demand of the time, the university has also started focusing upon arrangement of physical and financial resources through non-governmental sources including Alumni, Philanthropers and other individuals. As far as arrangement of required human resource is concerned, the university, being a state university, follows the rules and regulations of Ministry of Higher Education, Madhya Pradesh.

The baseline for Optimum Utilization of Resource by the university is that all the University Teaching Departments (UTDs) and Administrative Offices of the university are treated as one comprehensive unit and Physical, Financial and Human Resources are shared/allocated/reallocated among various teaching departments and administrative offices as per the changing needs.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Internal Quality Assurance Cell of the University is very active and concern about the overall quality improvement of the education. In the last five years IQAC has made efforts in institutionalizing the quality culture in the university and its processes. Some of the major contributions made by IQAC in this direction can be listed as follows–

- **Departments Level DQACs** - IQAC has suggested the compulsory setting up of Departmental Quality Assurance Cells (DQAC) at Department Level on the similar lines of IQAC. Objectives and responsibilities are also fixed of the DQACs. Decided to have regular meeting on monthly basis with Vice Chancellor to discuss and act upon quality related issues. This has made decentralization of the quality processes with making every department responsible to contribute in improvement. University has observed significant effect of this decision. This has made aware all the departments and then faculty members on the quality parameters. Several senior teachers are now trained assessors for NAAC and NBA and contributing locally and nationally for quality enhancement of Higher Education. Data collection has become easy and quality assurance strategies and processes got institutionalized. DQACs have taken Academic Audit seriously and made this regular practice. **University is regularly participating in NIRF and only university of the state to appear in overall rank also. School of Pharmacy is continuously ranked under top 100 by NIRF.**
- **CBCS Implementation** - University has philosophy of updating the curriculum time to time. As a result of academic autonomy imparted to the UTDs, new avenues of knowledge are incorporated and vibrant link is maintained with contemporary requirements. University has adopted CBCS for all its programs from the academic session 2015-16. Considering this in view, IQAC has suggested the departments make efforts and practice the CBCS pattern of the curriculum in true spirit. Now all the programs have well defined learning objectives including program outcomes, program specific outcomes and course outcomes.
- **Regular Activities of Task Groups** – Continuing the best practice of 3rd Cycle of NAAC, IQAC emphasized on strengthening Task Groups and made them more active. Task Groups have put in substantial efforts in spreading a culture of excellence for the conduct of quality oriented research in the university. With the dedicated efforts of IQAC and Task Group for Fostering Excellence in Research, the university has started its new research Journal entitled '**Devi Ahilya University Journal of Social Science and Humanities**'. Several programs on IPR have been organized by the Task Force.
- **Awareness on RAF of NAAC** - IQAC organized the workshop for SSR preparation. In this context, Dr. Ganesh Hegde, Deputy Adviser, NAAC, Bangalore was invited in the university to deliver the expert talk on the procedural details of assessment and accreditation by NAAC as per

the RAF guidelines.

Apart from this IQAC has contributed in Digitization and Automation of University Processes (File Tracking System, Data Capturing System and Online Feedback Collection), Revision of existing Policy (**Research Policy 2.0**) and preparing new Policies one on **Resource Mobilization** and second on **Maintenance of Infrastructure**.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Devi Ahilya Vishwavidyalaya is a state public university and hence perform under statutory framework. Role of IQAC is to accelerate the academic processes within this framework. University Professors contributed in framing of Unified Ordinances for all public universities of the state and same is now implemented for all state public universities of the state.

IQAC was instrumental for implementing the CBCS in its true spirit. The major review and then change in teaching learning process was introduction and then implementation of CBCS through Ordinance 14. Curriculum development and delivery in the UTD's is governed by the University Ordinance 14, which provides full autonomy to the departmental committees. Need-based, competency-oriented and knowledge-based curriculum with academic flexibility is the hallmark of curriculum design which is executed through semester mode.

Departmental Quality Assurance Cell (DQAC) at Department Level was suggested by IQAC and that was implemented very seriously. DQAC carried out Academic Audit and also External Audit of the Examination System. The external expert of comprehensive viva-voce board also conducts the academic audit for assessment of overall knowledge gained by the students in the semester, standard of the question papers, syllabus covered, marking in the valuation of the answer books, etc. This ensures the assessment of the entire process and continuous improvements in the practices.

IQAC ensured that all the programs should have well defined learning objectives including program outcomes, program specific outcomes and course outcomes (<http://www.dauniv.ac.in/Program&CourseOutcome.php>). Courses have been enriched by offering additional value-added courses and flexibility in choosing elective courses. In most of the departments, final semester students pursue dissertation/project work/internships in National Institutes, R&D Laboratories and Industries. The attainments of learning outcomes are analyzed by department head on the basis of direct and indirect measures. Direct measure is the synthesis of examination result to identify pass percentage and marks obtained by students. Indirect measures are employment generated, student progression to higher learning and feedback from various stakeholders.

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 20.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
35	23	17	22	5

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of University	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

The university has been considerably successful in implementing Quality Enhancement Initiatives successfully during last 5 years. Few of the Quality Enhancement Initiatives implemented successfully in the academic domain includes the following:

Introduction and Implementation of Choice-based Credit System

From the Academic year 2016-17, the university successfully implemented the Choice-based Credit System amongst most of its UTD programs. This created a platform for inter-disciplinary learning by students of various University Teaching Departments (UTDs).

Offering of Certification based Massive Open Online Courses (MOOCs)

The university has earlier been offering Massive Open Online Courses (MOOCs) through its Electronic Multi-media Research Centre. In very recent past, it started offering these courses under certification programs.

Entering in Academic MoUs with institutions of National Repute.

During immediate preceding 5 years, the university could strengthen its culture of entering into academic Memorandum of Understandings (MoUs) with various organizations and institutions of National Repute.

In parallel, the university also successfully implemented some very important Quality Enhancement Initiatives in administrative domain. It broadly includes:

Conduction of Entrance Examinations in Online Mode

Since decades, the Common Entrance Examination (CET) offered by university for admission in various under-graduate and Post-graduate programs offered by its various University Teaching Departments (UTDs), had been conducted in off-line mode. Since the year **2017**, the university has successfully implemented the online mode for conducting the same. Also, other entrance exams like Doctoral Entrance Tests of few subjects have been conducted in online mode, thereby making the admission process more transparent.

Automation of Various Administrative Processes

During last five years, the university considerably automated its various administrative processes including, Fee Deposit, Result Processing, Internal Working, to name a few. Now, fee for most of the activities of the university can be deposited online. This is applicable not only for various University Teaching Departments (UTDs), but also for various affiliated colleges and institutes. Further, the students of various affiliated colleges and institutes can see their results and grades online, once the same is declared. Further, MIS for internal working including File-Tracking System has been implemented and the same is working successfully.

File Description	Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 47

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30	5	4	7	1

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

University is very much concerned about issues related with girls and women. Details on facilities on gender sensitivity are as below -

Safety and Social security

- DAVV has taken the following measures so that safety and social security of all the inhabitants – girls as well as boys of the campus are ensured;
- Police thana is just outside the campus. They are vigilant and are available immediately in case of any emergency situation.
- Girls Hostels have resident wardens who are available twenty four hours. Security of Girls is of utmost concern. No external person are allowed to enter the hostel premises. Timings for entry and exit into hostels are restricted.
- DAVV has hired a security agency. Guards are posted in each department and in common locations also. Ladies guards are deployed at Girls Hostels.
- Electronic surveillance through CCTV cameras covering the strategic locations of the campus

- Display of helpline throughout the campus for any emergency
- DAVV has a dedicated health centre. Duty doctors are available all time.
- Residential campus of the university is in surrounding on both sides of campus. Faculty and Staff residing inside the campus are easily approachable during emergencies
- Checking of vehicles and people at all exit and entry points

Counseling

Counseling is carried at different levels:

- At the time of admission :-
 - Admission to all programs to university is made through CET on the basis of merit. Students at the time of admission are counseled on choosing their preferred program by senior faculty members who guide them to take appropriate choices based on facts and figures.
 - Counseling for Self Defense by Police to all girls – Every year, after admission into girls hostel, university arranges a counseling session for all girls in collaboration with the nearest Police Station. The Thana Incharge gives counseling on self defense, how to protect oneself in time of crisis, important contact numbers are shared.
- At the department level: For every 20-30 students one faculty counselor is appointed who help the students in academics, co and extra curricula activities and making career choices.
- Session on cyber security is also conducted for girls and boys.
- Model Career Centre: DAVV has a Model Career Centre which conducts psychometric testing and counseling of the students to identify their skill set, aptitude and job inclination
- Department level efforts are made in dealing with personal matters like mental stress, depression, general disinterestedness in studies, ward- parent and student-faculty relationships, failing in examinations, personal losses etc.
- “Gender Justice & Feminist Jurisprudence” is a compulsory subject in LLB(Hons) Program first semester
- “Women Cell” has been established in IMS for promoting girls in prominent roles.

Common room

- Common rooms for girls are provided in every department.
- Sanitary Napkin dispensers and incinerators are available for girls in some of the departments & Hostels.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0.32

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 7200

7.1.3.2 Total annual power requirement (in KWH)

Response: 2234357

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 56

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 375372

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 670307

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Solid Wastes Management

The Solid Wastes Management at university is done under guidelines of Indore Municipal Corporation. Indore being the cleanest city in the country for three consecutive years, there is substantial awareness among students and staff towards keeping the premises clean.

- Waste segregation is done at source level. Blue and Green garbage bins are placed at several locations. Blue for dry waste and green for food waste.
- The collection vehicle from municipal corporation collects dry and food waste daily from various collection points in the campus. Thus, the campus is free from garbage always.
- The university generates huge amount of paper waste. The university adopts a tendering process to dispose of this paper waste.
- There are two Compost pits in the campus where the garden waste is converted into manure and utilized for gardens within the campus.
- Incinerators to dispose off sanitary napkins are available.

Liquid Waste Management

- Wastage of drinking water is restricted through proper monitoring.
- Waste water is properly drained out to maintain the greenery in the campus as well as providing ecologically aesthetic environment Proper drainage system is available.
- Water wastages is minimized by checked regularly the leakages by maintenance.

E-waste management

- The condemned batteries and damaged computers are disposed as per University and guidelines of MP Pollution Control Board.
- The major e-waste such as written off instruments/equipment's, CRTs, Printers, Computers. Electronics gadgets, circuits, kits have been written off on regular basis and then it is sold out to buyers by auctioning.
- All the miscellaneous e-waste such as CDs, batteries, fluorescent bulbs, PCBs and electronic items are collected from every department and office and delivered for safe disposal to the third party as approved by MP Pollution Control Board.

The university understands importance of its role in working with its supply chain and others to help avoid or to minimize the generation of waste and in working with the waste collection staff. We are committed to good practice in reducing and managing waste effectively and innovatively at all levels. Plant waste is collected in a pit and organic fertilizer is prepared for campus itself.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

One of the simplest and cost-effective sustainability practices of the University is Rain Water Harvesting facility, which is available in all the campuses to collect, store and reuse rainwater.

- The University has initiated and executed the rooftop rainwater harvesting in all the buildings including departments, hostels and guest houses. Rain water is collected from rooftops of buildings from existing down takes, connected to a common header and led to a trickling sand filter. The filtered water is then used for domestic purposes after chlorination.
- Roof harvesting system based on rock fracturing technique has been installed
- Sprinklers are installed in gardens.
- The university has also created 4 ponds and 6 wells in the campus to collect rain water. This has helped increase the ground water level.
- Hygienic toilets with technology for zero water consumption are in place in departments.

The sports field have been designed to harvest the whole rain water. Arrangement have been made to collect rain water through underground water delivery system from the sports field followed by water recharging through ponds and wells.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The university has a well documented “Green University Policy”. There is substantial awareness about green practices on campus.

Use of bicycles

- The university has collaborated with OFO bikes to promote the use of bicycles within campus. More than 100 bicycles are available for movement within campus. This has helped reduce the carbon footprint in the campus.

Public Transport

- The university campus is located along the main road. There is easy access to the BRTS stops, local vans and buses. Local Bus stop is located in front of the main gate of the institution. Because of this, most of the day scholars and faculty members use public transport.

Pedestrian friendly roads

- The roads inside the campus as well the approach roads are provided with wide sidewalks. Further trees line these sidewalks thereby providing shades. At every crossing clear road marks have been painted and wherever required marked speed breakers have been provided for safe pedestrian crossing.

Plastic free campus

- Plastic is banned in the campus.

Paperless office

- Communications to faculty members and students through messenger system (including e-mails, SMS etc.) is encouraged.
- Notices, form filling and fees submission is done online.
- Feedback from various stakeholders is taken online.
- The counseling for CET is done online since 2017.

Green landscaping with trees and plants

- The entire campus is dotted with trees, plants and lawns which are kept well maintained. Green cover is around 60%.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 0.42

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
25.10	28.43	27.06	24.84	21.07

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 39

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	11	9	4	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 43

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	12	4	13	2

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
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Response: 79

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	12	14	24	13

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

DAVV celebrates Independence Day and Republic Day with great enthusiasm. During such occasions Flag Hoisting, tree plantation, Patriotic Theme Dance Competition and talks by eminent personalities. A patriotic group song competition and a patriotic play is organized by University Cultural Center on 15th August. Similarly Republic Day is celebrated by Flag hoisting, motivational talk and an inter departmental group dance competition which is hugely cherished by teachers and students.

Similarly, birth and death anniversaries of great Indian personalities are commemorated; for such functions public personalities are invited to give talks

Birth Anniversary of Devi Ahilyabai, the legendary ruler of Indore is celebrated every year to commemorate the legendary ruler of Holkars. The teachers and students participate in events organized at university level. Teachers' day is organized every year to commemorate Dr. S. Radhakrishnan. On that occasion the teachers' awards for publications, sponsored projects etc. are presented by Vice Chancellor to honour the contribution of teachers in research.

Vivekanand Jayanti, Tilak Jayanti, is marked by several events at department level. Gandhi Jayanti is Celebrated at departmental level with several events across the university Swachata Abhiyan , is undertaken by departments as well as NSS units. This swachata abhiyan attracts extensive participation from teachers, staff members and students. The students participate in other events where they are exposed to Gandhian Philosophy of Truth and Non Violence

Shahid Diwas is observed on 30th January to pay homage to Mahatma Gandhi. Sadhbhavana fortnight is observed in August every year to spread the message of Unity, Secularism and non violence.

The School of Journalism and Mass Communication celebrate birth anniversaries of prominent Journalists. Considering Narad Muni as the first reporter, Narad Jayanti is celebrated every year. The Jayanti of Rahul Barpute , the well known journalist from Indore, is also celebrated.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Devi Ahilya Vishwavidyalaya boasts profoundly on transparent financial administration. Every year before the commencement of the financial year a detailed budget for the institution as whole and component units in particular is prepared and put before the executive council for approval. Budget control is exercised by government appointed finance controller. Furthermore, all the expenditures are audited by state appointed audit team. The university has the largest budget outlays amongst all the state universities of Madhya Pradesh.

The university discloses the fee structure in the admission notice for complete transparency and any increase / decrease in the structure is duly notified to all the stakeholders. Despite having the largest budget amongst all the state universities of Madhya Pradesh, D.A.V.V., maintains affordable fee structure.

Devi Ahilya Vishwavidyalaya strictly follows the store purchase rules in all its purchases. Purchases upto `50,000/- are delegated to the heads of teaching departments, while purchases upto `800,000/- are approved by the Vice Chancellor. Purchases above `500,000/- are made via e-procurement portal of Madhya Pradesh (www.mptenders.gov.in), which is a highly transparent system relying on robust and secure software backend.

Academic Transparency is one of the best practice at this university. It follows Ordinance 31, according to which, the evaluation is done in such a way that the students are shown the marked answer copies of each subject in each exam. Once they have seen the copies and are satisfied with the evaluation, then the department processes and displays the results. Any queries arising in evaluation are resolved by an expert panel which is the board approved by vice chancellor for comprehensive viva. This has helped in reducing the grievances to almost nil.

Administrative transparency is yet another area where this university has taken remarkable steps. The university has introduced an online “File Tracking system” developed inhouse for keeping track of the movement of files from one office to another in the course of getting permissions and sanctions.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

BEST PRACTICES

The University adopts several best practices for betterment of its students, faculty, governance etc. A few of them are listed below.

1. Devi Ahilya Women First Program
2. Transparency and Flexibility in Academics (Ordinance 14)
3. Regular Yoga and Meditation Sessions
4. Use of Technology in Governance
5. Transparency in Financial Administration
6. Credit Based Internship Program for enhancing employability

The top two best practices are being elaborated in the following section.

1. Title of the Practice: Devi Ahilya ‘Women First’ program

Objectives of the Practice:

Women are the most important members of our civilization serving multitude roles inside the family as well as in the society. These days the role of women has not been restricted to household rather many women are occupying high position in the society. They are excelling in almost every field viz., sports, humanities, science, socio - cultural fields etc. To encourage their overall development, government has not left any stone unturned. For promotion of talent in girls, occasional appreciation is an obligation. Whenever they get an opportunity they avail it to the fullest. There are approximately 50 % female students on campus. Devi Ahilya Vishwavidyalaya is sensitive towards Gender related issues and has taken proactive steps. The “*Devi Ahilya ‘Women First’ program*” was promulgated with the following objectives:

- To educate girls to be aware of their rights and legal remedies
- To make them mentally strong to resist injustice and achieve financial independence
- To spread awareness regarding health and related issues
- To align girls with the concept of Love yourself and feel “Proud to be a Women” and to create collective consciousness

Context:

Girls constitute approximately 50% of our available human resource, which sadly do not contribute to the nation in a commensurate proportion. Disparity leads to lack of confidence and creates dependence resulting in more crime against women. The solution to this age old problem lies in empowering girls through education and awareness.

The Practice:

The university formed a “Women’s Task Force” which started conducting programs for creating awareness and motivation among girl students. Subsequently, “Gender Equality Policy” was documented and applied. A bouquet of programs were designed and implemented over last few years. These include – Increasing role of women in administration, promoting activities to create gender equity, encouraging girls participation in cultural, sports and other activities and making them employable. Departmental women cells have been created, which is overseen by the University’s Women Cell.

The university has had fair representation of women right from the topmost level of administration in last five years, i.e. its executive council. Dr. Ragini Makhar, renowned Kathak dancer, Dr. Sunita Chandra, Dr. Geeta Marmat, Dr. Kusumlata Nigwal, Dr. Sumitra Waskel are a few to name. Around 50% Heads of Departments are women demonstrating our effective intent.

At student level, several initiatives were taken. Gender sensitivity issues were prominently discussed during the invocation programs with an aim to teach the boys to be sensitive and respectful to the opposite gender. Health camps for girls, lectures, seminars, poster competitions, skits and other activities were conducted to address female foeticide, Sexually transmitted diseases (STD's), breast cancer awareness, Vaccines, etc. Women's day and International women's day celebrations were the part of our effort to make our girls proud of themselves. Our annual sports event SFOORTY mandates participation of girls in all sports event.

Please refer link: <ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.2.1/image1.png>

The university, in collaboration with Bhartiya Jain Sangathan, launched "Smart Girl program" which over the past two years has trained approximately 13000 girls in UTDs and affiliated colleges. The two days training covered modules related to Self –Awareness, Communication and Relationship, Self Esteem and Self Defense , Choices and Decisions, Friendship and Temptation, Dialogue with Parents. More than 500 university teachers were developed as master trainers to implement this program.

Counseling sessions for safety by police, in girls hostels, facilities like girls common room, Sanitary Pad vending machines are other regular features.

The university has also started appointing gender champions to inculcate the change in attitude towards girls.

Please refer link: <ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.2.1/image2.png>

Evidence of Success:

a) Efforts in the direction of empowering our girls have surely yielded fruits. The girls have brought laurels to the university in academics, culture, sports etc.

<ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.2.1/7.2-Achievements%20of%20Girls%20in%20different%20events.pdf>

b) The female faculty members of the university have also achieved distinction in respective field.

<ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.2.1/7.2-Women%20Faculty%20Achievements.pdf>

c) The participation of students in the programs has been rising as evidenced by 300 workshops on Smart girl program (13000 Participants)

<ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.2.1/7.2-Smart%20Girls%20Workshops%20new.pdf>

d) Girls have been on higher side in winning awards in youth festivals. The list of Medalists in past 4 convocations of university shows that more than 80% medals were earned by girls.

<ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.2.1/7.2-All%20Medals%20list.pdf>

e) This increased interest is a testimony that gender related issues are now being discussed and an increased level of self-confidence is now gracefully evident in our girls. The fact of being equal propels our students to pursue challenging careers which is evident from placement data.

The efforts in women empowerment has transformed from the rudimentary gender awareness to gender sensitization to gender equity to empowerment and finally has culminated into celebrating women.

Please refer link: <ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.2.1/image3.png>

Problems Encountered and Resources Required:

The biggest challenge encountered has been to break the mental/psychological and the social barriers. To make the girls aware and to encourage those to talk on issues that have been traditionally considered forbidden/fortressed was a major task. In the beginning the participation was forced rather than voluntary, which to an extent is obvious and understandable.

A university has a “Gender Equality Policy” which addresses the current and future issues. Most important resource required is of a dedicated budget. It is important to start a program on adoption of girls education from the weaker section of the society.

We feel that women empowerment programs should be a mandatory and regular event to be declared officially and prominently in the university calendar. The university needs to incorporate programs related to Gender Sensitivity under CBCS.

2. Title of the Practice: Transparency and Flexibility in Academics –Ordinance 14 (Erstwhile Ordinance 31)

Objectives of the Practice

The university is dedicated to ensure quality of its programs and transparency in evaluation process for all exams in all departments. The objective of this practice is to provide a fair mechanism of development & assessment of programs by experts and evaluation of students by teachers and to give opportunity to students to understand their performance in exams.

This ensures continuous up gradation of courses and timely results declaration and reduction in student grievances related to marks obtained. This practice of timely results helps the students further when they approach companies for recruitment or they plan for higher education.

The Context

The University departments needed freedom and flexibility for instituting, planning, monitoring, assessing and modifying educational programmes so that they are relevant and contemporary. At the same time students needed to be aware of their performance in exams. The overall evaluation system should called for transparency. After appropriate evaluation, there was a need for suitable and quick grievance redressal system. In case of DAVV, this was most essential as majority of it’s courses are professional and job oriented. The student’s are placed before exams and timely declaration of result is essential for their jobs.

The Ordinance 31 which was originally incorporated in 1990 by coordination committee. Lastly it was revised in 2015 by incorporating CBCS and MOOCS.

The Practice

The university has adopted Re-Revised Ordinance 31 and it newly named as Ordinance 14, approved by University Coordination committee on 26th June 2015 (<http://www.dauniv.ac.in/rules/ReRevisedOrdinance31.pdf>). This Ordinance gives flexibility to all academic programs run by all UTDs and they can institute, plan, monitor, assess and modify their educational programs.

The university runs several professional and job oriented programs where timely completion of exams and declaration of results is important and at the same time, transparency in evaluation is essential. Therefore, the point number 14 and 15 of ordinance 31, as quoted below, ensure flexibility and transparency -

“ Pont 14. Evaluation will be internal with feedback system, i.e. marked answer books will be shown to the student for his/her perusal and will be collected back by the teacher for record for six months after declaration of the result.

Link To be inserted

Point 15. The decision of the teacher regarding the evaluation and the grade shall be final. However, a student can submit in writing for review of his Marks/Grade to the Head/Director who will place the case before the Board of comprehensive viva-voce. The decision of the board will be final. Result of the review will be declared by the concerned Head/Director. Review is effective only if the grade improves. Review will be allowed if-

** The prescribed fee is paid*

** The candidate applies within 7 days of the declaration of the grade in that course.”*

Also, the Point number 18.3, quoted below, ensures that the curriculum, pedagogy and overall teaching is assessed regularly and changes are made as and when required.

Point 18.3 The external expert of the comprehensive viva-voce board shall also conduct an academic audit and make an assessment of overall knowledge gain by the students in the semester, standard of question papers, syllabus covered, marking in valuation of answer books, etc. and shall submit its report to vice chancellor through Head/Director

Due to the above mentioned provisions of Ordinance 31, the teachers ensure that they show marked answer copies to students and give them feedback on their performance. This gives the teacher authority to evaluate the performance of his student. But at the same time, if a student is not satisfied with the marking, he has the right to apply for revaluation. Generally this process is completed before the comprehensive viva voce of the students. So that, grievances if any can be handled in appropriate time. The comprehensive viva voce board has external examiner appointed by the vice chancellor, who apart from examining the students, also conducts the academic audit of the program.

Evidence of Success.

The Ordinance 31 has helped the university in three ways –

a) Academic Autonomy enables to offer new professional and vocational programs and updating the syllabus of existing programs.

<ftp://naac.dauniv.ac.in/NAAC/Criteria%2001/1.1.3/1.1.3-Additonal%20Information.pdf>

b) Declaring results in time

<ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.2.1/Certificate%20of%20result%20declaration.pdf>

c) Maintaining transparency in evaluation and reduction in number of grievances related to results.

<ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.2.1/Sample%20answer%20copies.pdf>

The university offers several programs out of which 60% are professional and vocational in nature. This has helped increase the job placement for it's students as now they are more industry ready having read suitable courses. Around 80 to 90% of students of these programs are getting placed.

The departments complete the evaluation of answer books well in time, mostly before the comprehensive viva, so that the result can be declared as soon as possible. The average time of declaration of results has declined substantially-from few months to just within 30 days. The companies hiring these students are happy as the students are able to provide result of course completion in time. The number of grievances related to results has gone down considerably (almost nil) in the past years. Thus, overall academic environment has been boosted due to the provisions of ordinance 31. Moreover, it has also helped in bringing a uniformity and enhancing quality of all teaching departments.

Problems Encountered and Resources Required

The university has 31 teaching departments, & centers and caters to more than 10,000 students at a time. Some of the larger departments like Institute of Engineering Technology, Institute of Management Studies, International Institute of Professional Studies etc are densely populated with a strength as high as 2500 students. Timely evaluation of all answer copies and declaration of result requires tremendous efforts by the faculty members.

It also requires lot of effort in terms of coordination among different teams for final declaration of result.

The flexibility given by this ordinance to revise the syllabus as per industry needs, make the process dynamic and it calls for consistent feedback from various stakeholders, revisions and other procedural challenges. This also requires the faculty members to be updated with newer knowledge.

Link of the ordinance: **<http://www.dauniv.ac.in/rules/ReRevisedOrdinance31.pdf>**

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Area of Distinctiveness - Holistic Development as a structured and inclusive approach

The Context - The University carries its Vision as “Holistic Development” of students, where it tries to inculcate balanced growth of its pupil. It follows a top down and inclusive approach to realize this vision, and this is what makes this university distinctive.

The distinctiveness is reflected right from the Kulgeet of University which emphasizes on Physical Growth, Intellectual Growth and Spiritual Growth. The university organizes activities and provides opportunities for students of all departments at a centralized level. The teaching departments and other central offices of the university contribute to these activities.

The Practice and its relevance in Indian Higher Education –

The university has created a structure to facilitate the all round development. The students can derive benefit from these facilities which include – University Cultural Centre, Student Welfare Department, DDU Kaushal Vikas Kendra, University Sports Centre, Centralised Placement Cell, Minority Cell, Anand Cell etc. Apart from these centres and cells, the university has task forces (i) ICT for Learning and Support and administrative services, (ii) Effective Teaching-Learning and Evaluation, (iii) Student Support and Progression, (iv) Energy and Environment Management, (v) Fostering Excellence in Research, (vi) International Cooperation, (vii) University-Industry Partnership Cell, (viii) Promotion of Human Values and Professional Ethics.

<ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.3.1/7.3.1-01.png>

These facilities have been created to ensure holistic development of the students in the following three dimensions –

- Physical Development
- Intellectual Development
- Inner Development – Values and Soft-skills

These centers organize various activities where students of all teaching departments can participate. The activities span over a wide spectrum – motivational talks, competitions in cultural, sports, literary, arts and other areas. These activities are held at interdepartmental, inter college, state and national level. Thousands of students from university have been benefitted by these central activities. These activities serve multiple

purpose- they provide platform to students to hone their skills, develop management skills among students, inculcate harmony and team spirit in the students.

<ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.3.1/7.3.1-02.png>

The university cultural centre (UCC) has contributed tremendously towards the university students as well as local community. It conducts Sfoorty-cultural fest, interdepartmental cultural competition which has participation of more than 2000 students from all UTDs. The youth festival at inter college, state, national and international level have been organized by UCC, where more than 10000 students have participated in last 5 years.

ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.3.1/7.3_CELEBRATION_sauffest.pdf

The UCC also provides its facilities to local theatre groups to promote theatre and culture in the city.

The Anand Cell of the university conducts workshops, symposiums, sessions on Happiness through various activities.

ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.3.1/7.3_Human%20valus%20and%20Anand%20Cell.pdf

Sessions like “Crafting Career with Happiness” in collaboration with Heartfulness Institute, Meditation sessions, National symposium on Happiness and Health are few prominent activities to mention, where more than 3000 students and faculty member have been benefitted. Yoga and meditation has also been a part of regular activities in the university.

The Student welfare department in collaboration with task forces and departments has organised several talk shows where prominent speakers have motivated the university students. Noble Laureate Kailash Satyarthi’s session on “**Bachpan Bachao**” 2016, “The Subhash Chandra Show” – Real Happiness in Life, 11th November 2017 , Talk by “Ms.Malvika Iyer” bomb blast survivor, Expert Talk on “Changing Dynamics of Indian Higher Education” by UGC Chairman Prof Ved Prakash, 10th April 2015. The Golden Jubilee lecture series, the Lokpriya Jan Vyakhyan Mala are some events where students from all departments have been benefitted.

<ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.3.1/7.3.1-Activities.pdf>

Each of these sessions has seen participation from more than 1000 to 1500 students.

The industry institute partnership cell worked towards creating linkages with the industry to enhance employability among students.

ftp://naac.dauniv.ac.in/NAAC/Criteria%2007/7.3.1/7.3_REPORT_UIPC.pdf

The university sport’s centre organizes annual sports events like Sfoorty – Sports, inter college competitions etc

The Outcomes -

As a result of these activities directed towards providing opportunities of grooming to the students, the university has accomplished encouraging results.

The students have shown increasing participation in cultural, social and sports activities which have enabled them to become more employable and better citizens. Increasing number of students have participated in state, zone and national level youth festivals, won awards in academic events, have gone to villages to create awareness on pertinent issues, have adopted TB patients, have approached local community for creating awareness towards fundamental duties, have attended the motivational sessions in university, etc.

The university has been able to provide platform to increasing number of students. The enhanced employability in terms of campus placements, negligible student unrest are visible. The university as an environment of cohesion and harmony is notable. Students and faculty can focus towards creative contributions to society.

The improving placements offered to DAVV students show their increasing employability.

This approach of university, to provide support through centralized facilities for holistic development of students is bearing fruitful results. There is increased cohesiveness among students and faculty from all UTDs and they are able to work synergistically towards development of the university.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

<http://www.dauniv.ac.in/DAVVataGlance.php>

Concluding Remarks :

The University derives its vision from “**Dhiyo Yo Nah Prachodayat**” meaning thereby, “Lead our intellects and energy in the right direction”. Accordingly, the University has crafted its strategy to excel in all dimensions of higher education and is striving to contribute to the society skilled job oriented and value oriented youth.

The university offers wide variety of programs such as integrated, UG, PG and research programs, professional as well as traditional programs in science, commerce and arts. It is catering to the diverse background of students belonging to rural and tribal areas as well as urban areas. The programs and courses are regularly being upgraded to address the industry requirement.

Innovative teaching practices are implemented as continuous learning processes through cohesive efforts of faculty members to ensure student centric learning This has helped the student of university to get good placement ratio, impressive pass percentage, selections in competitive exams and admission to further higher learning.

Research funding and grants to several departments under various schemes by prominent funding agencies such as UGC, DST and even World Bank have helped the university create an ecosystem of research and innovation. Major research projects and paper publications by faculty has seen an increase and the results have been percolated to students also.

The physical and the IT infrastructure at the university has helped create conducive environment for learning. The green campus and environment friendly practices of the university have been absorbed by the students also. The university is sensitive towards divyangjan and other members of local community and has ensured inclusivity in its programs.

The gender equality policy and the value policy of university have promoted the development of its female students. Holistic development of the learners has been achieved with the help of co-curricular activities being conducted by various cells and centers.

The university has raised funds through various resources thereby compensating the lack of funding from government and the financial regulations has helped in optimum utilization of these resources.

The university has been able to achieve excellence in academics and admissions because of the appropriate leadership and well crafted and implemented strategy.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 200 Answer after DVV Verification: 170</p> <p>Remark : DVV has not considered curriculum courses here.</p>																				
1.3.3	<p>Average percentage of students enrolled in the courses under 1.3.2 above</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>10088</td> <td>9598</td> <td>8852</td> <td>4529</td> <td>4480</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>561</td> <td>672</td> <td>601</td> <td>544</td> <td>611</td> </tr> </tbody> </table> <p>Remark : DVV has not considered curriculum courses here.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	10088	9598	8852	4529	4480	2017-18	2016-17	2015-16	2014-15	2013-14	561	672	601	544	611
2017-18	2016-17	2015-16	2014-15	2013-14																	
10088	9598	8852	4529	4480																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
561	672	601	544	611																	
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>257</td> <td>316</td> <td>359</td> <td>368</td> <td>187</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>257</td> <td>316</td> <td>359</td> <td>368</td> <td>62</td> </tr> </tbody> </table> <p>Remark : DVV made the changes as per pro-rata bases of domicile certificate provided by HEI for the year 2013-14.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	257	316	359	368	187	2017-18	2016-17	2015-16	2014-15	2013-14	257	316	359	368	62
2017-18	2016-17	2015-16	2014-15	2013-14																	
257	316	359	368	187																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
257	316	359	368	62																	
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p>																				

2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1916	1755	1860	1913	1895

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1591	1490	1654	1608	1591

Remark : DVV has made the changes as per actual students admitted from the SC, ST, OBC and Others.

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

2.2.3.1. Number of differently abled students on rolls

Answer before DVV Verification : 39

Answer after DVV Verification: 39

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	11	02	10	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	05	01	06	0

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

3.1.6.1. The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Answer before DVV Verification : 12

Answer after DVV Verification: 12

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	50	0	112

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	49	0	0.163

Remark : DVV made the changes as per e - copies of the grant award letter provided by HEI. And e - copies of the grant award letter for 2015-16 not provided by HEI.

3.2.2 Grants for research projects sponsored by the government sources during the last five years

3.2.2.1. Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
101.49	84.25	290.69	191.37	251.00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
101.50	84.25	290.69	191.37	251.00

Remark : Provided e-copies of grant letter has does not reflect the amount of grant for the year 2017-18.

3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

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

Answer before DVV Verification : 104

Answer after DVV Verification: 102

3.2.3.2. Number of full time teachers worked in the institution during the last 5 years

Answer before DVV Verification : 303

Answer after DVV Verification: 303

Remark : DVV has not considered MoUs.

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry -

Academia Innovative practices during the last five years

3.3.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
02	12	03	02	01

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	3	2	1	0

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
30	08	06	03	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
24	9	9	5	03

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
323	259	363	382	661

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
320	259	363	382	661

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

3.4.6.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
76	64	65	26	78

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
86	63	67	26	79

3.5.2 Revenue generated from consultancy during the last five years

3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
9.97	15.09	0	0	9.47

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
9.91	6.95	8.14	8.57	0.90

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	4	1	9	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10	2	3	7	0

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry,

Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
98	109	38	57	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
70	96	29	37	12

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4874	4778	3076	3484	50

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4564	4778	3076	3484	50

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.7.3.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
58	50	47	49	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
12	5	17	24	2

Remark : DVV made the changes as per e-copies of MOU provided by HEI for the year 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 2392

Answer after DVV Verification: 270

Remark : DVV has made the changes as per average of students using library on 10/08/2017, 13/09/2017, 09/10/2017, 29/11/2017, 06/12/2017 in provided log book.

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation
8. Personal Counselling

Answer before DVV Verification : 7 or more of the above

Answer After DVV Verification: 7 or more of the above

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5511	5456	4074	4392	5376

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5287	4761	4153	4136	5434

Remark : DVV made the changes as per report of number of students benefited by guidance for competitive examinations and career counselling provided by HEI.

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
114	107	95	84	29

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
61	21	26	22	29

Remark : DVV has not considered Participation Certificate, Awards received from University Level , State Level and Central Zone University.

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
78	43	39	35	17

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
34	25	27	19	10

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	5	4	5	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	5	4	5	0

6.3.2 Average 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:

2017-18	2016-17	2015-16	2014-15	2013-14
29	36	49	35	27

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
22	28	32	23	22

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
69	47	34	43	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
35	23	17	22	5

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
272	7	7	8	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
30	5	4	7	1

Remark : DVV has made the changes as per report of gender equity programs provided by HEI.

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five

years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
25	16	10	13	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15	11	9	4	0

Remark : DVV has not considered initiatives which conducted inside the University.

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
36	27	17	29	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
12	12	4	13	2

Remark : DVV has not considered initiatives conducted by NSS.

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
27	21	24	29	16

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

16	12	14	24	13
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>175</td> <td>170</td> <td>170</td> <td>168</td> <td>166</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>170</td> <td>165</td> <td>165</td> <td>164</td> <td>162</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	175	170	170	168	166	2017-18	2016-17	2015-16	2014-15	2013-14	170	165	165	164	162
2017-18	2016-17	2015-16	2014-15	2013-14																	
175	170	170	168	166																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
170	165	165	164	162																	
2.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3640</td> <td>3565</td> <td>3651</td> <td>3591</td> <td>3316</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3337</td> <td>3315</td> <td>3376</td> <td>3207</td> <td>3187</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	3640	3565	3651	3591	3316	2017-18	2016-17	2015-16	2014-15	2013-14	3337	3315	3376	3207	3187
2017-18	2016-17	2015-16	2014-15	2013-14																	
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2017-18	2016-17	2015-16	2014-15	2013-14																	
3337	3315	3376	3207	3187																	
3.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2308</td> <td>2106</td> <td>2314</td> <td>2226</td> <td>2176</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2595</td> <td>2383</td> <td>2635</td> <td>2528</td> <td>2472</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2308	2106	2314	2226	2176	2017-18	2016-17	2015-16	2014-15	2013-14	2595	2383	2635	2528	2472
2017-18	2016-17	2015-16	2014-15	2013-14																	
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2017-18	2016-17	2015-16	2014-15	2013-14																	
2595	2383	2635	2528	2472																	
3.5	<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>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>11503</td> <td>11415</td> <td>11203</td> <td>11101</td> <td>10106</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	11503	11415	11203	11101	10106										
2017-18	2016-17	2015-16	2014-15	2013-14																	
11503	11415	11203	11101	10106																	

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6688.9	6396.9	6125.8	5443.1	5521.3

NAAC