



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DAYANANDA SAGAR UNIVERSITY

DAYANANDA SAGAR UNIVERSITY, DEVARAKAGGALAHALLI, HAROHALLI,
KANAKAPURA ROAD, RAMANAGARA DISTRICT

562112

www.dsu.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dayananda Sagar University is a proud member of the Dayananda Sagar Institutions family, which was founded in the early 1960s by a visionary, late Sri Dayananda Sagar. These institutions have morphed into an educational power house, spread over five campuses, catering to the education needs of over 17,000 students with diverse specializations. With a legacy of over six decades, Mahatma Gandhi Vidya Peetha Trust, Bengaluru, established Dayananda Sagar University during 2014, with the objective of meeting the needs of quality higher education in this part of the world.

Dayananda Sagar University is a State Private University of unitary nature, established on 16/05/2014 via Karnataka State Government Notification, enacted through Dayananda Sagar University Act, 2012, the Karnataka Act No. 20 of 2013. DSU is recognized by UGC, AICTE, BCI, INC, NMC, and PCI, and is a recognized SIRO from Ministry of Science and Technology, GoI.

DSU presently offers 35 under graduate programs and 15 post graduate programs under seven different Schools, as well as executive education, in addition to PhD, covering a wide range of areas – engineering, management, arts, commerce, science and humanities, pharmacy, allied health sciences, nursing, medicine and law. DSU caters to over 7,000 students and scholars, and has over 400 well-qualified faculty members.

The MBBS, offered by Dr. Chandramma Dayananda Sagar Institute of Medical Education and Research, and programs offered by School of Health Sciences have been in operation with effect from academic year 2020-2021 at the designated campus. The School of Engineering presently operates from Innovation Campus, Kudlu Gate. The remaining Schools operate from the interim campus at Shavige Malleshwara Hills, Kumaraswamy Layout. All three campuses are indeed owned by MGVP Trust, the promoter of DSU.

DSU boasts Atal Innovation Centre, an incubation centre established with the financial support from Atal Innovation Mission, NITI Aayog, and is a recognized nodal centre of Virtual Labs under IIT Roorkee, a MHRD initiative. DSU has been awarded fourth rank with four stars under the category of New University from Karnataka State Universities Ranking Framework, with 5 out of 5 stars under two categories – Teaching Excellence and Research Excellence.

Vision

To be a centre of excellence in education, research and training, innovation and entrepreneurship and to produce citizens with exceptional leadership qualities to serve national and global needs.

Core Values

The Pursuit of Excellence: A commitment to strive continuously to improve ourselves and our systems, with the aim of becoming the best in our field.

Fairness: A commitment to objectivity and impartiality, to earn the trust and respect of the society.

Leadership: A commitment to lead responsively and creatively in educational and research processes.

Integrity and Transparency: A commitment to be ethical, sincere and transparent in all activities and to treat all individuals with dignity and respect.

Mission

To achieve our objectives in an environment that enhances creativity, innovation and scholarly pursuits while adhering to our vision.

DSU Differentiator

Curriculum:

Curriculum is developed with the philosophy to impart quality education. Its salient features are that there is coherence in learning, it synthesizes experience and integrates education with experience. The curriculum is designed such that students get constant exposure to industry-ready skills and techniques in conjunction with the theoretical fare that is on par with the best in the world.

Teaching-Learning Process:

DSU embraces the active learning paradigm for the delivery of lectures. High quality lecture notes are part of the course pack, based on active learning paradigm, which have been developed exclusively by the faculty. Courses are delivered using the customization of MOODLE, and DOODLE. PIAZZA is integrated into DOODLE to facilitate connection with the faculty beyond the classroom. Learning never stops at DSU.

Industry driven academics on campus:

Industry leaders like Autodesk, Bosch Etas, Bosch Rexroth, IBM, VMware, Nvidia, and Intel have set up training academies on campus to train students in the latest technologies. Students at DSU benefit by taking these certification courses, with possibilities for working on live research projects.

Research:

With a plethora of doctorates from premier institutions, research at DSU compares with the best that India has to offer. Innovative research projects offer a rich stimulating research environment.

Faculty:

Faculty are chosen after a rigorous selection process and many of them are from prestigious institutions in India and abroad. It is not uncommon to find PhDs premier institutions teaching basic courses. What differentiates faculty members of DSU is the genuine empathy they have for their students. In the success of their students lies their satisfaction.

Entrepreneurship:

A student has the option to enter the portals of DSU to be trained as a professional engineer in a select domain

or opt to become an engineer-entrepreneur. The incubators at DSU have the provision to accommodate about 300 start-ups offering all the needed support and facilities for an idea to be translated into a product. This is one of its kind initiatives, exclusive at DSU.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Dayananda Sagar University is promoted by a Trust, which has a legacy of over six decades in establishing and successfully managing educational institutions of repute across a wide range of disciplines.
- The University has outstanding, modern, ready-to-move-in infrastructure. DSU shall operate from the designated 140 acres campus at Deverakagalahalli with a built-up area of over 11 lakh square feet, and also a 5 acres campus near Electronic City with a built-up area of 4 lakh square feet, both are self-owned.
- The University has world-class research centres and innovation laboratories for practicing multi-disciplinary approach of problem-solving, and provide real-life oriented training through live projects. These are sponsored either partially or fully by renowned MNCs, that include ETAS (Bosch) Automotive Systems Lab; Autodesk Centre of Competence for Virtual Design; IBM Software Lab for Emerging Technologies; NVIDIA – Boston Innovation Lab; GE Advanced Healthcare Simulation Lab; Dassault Systems Aerospace Engineering Lab; Centre of Competence for Automation Technologies in collaboration with Rexroth Bosch; Data Centre Virtualization in collaboration with VMware.
- DSU boasts two Incubation Centres for promoting innovation through startup hubs - Atal Incubation Centre (AIC-DSU), and Dayananda Sagar Entrepreneurship Research Business Incubation (DERBI Technology Business Incubator), which have been established with support from Atal Innovation Mission - NITI Ayog, and DST respectively. The combined resources within these sophisticated technological facilities can lay a platform for germination of 300 start-ups, with focus on three verticals: mobility, water treatment, and bio-medical.
- The University hosts well-qualified faculty members from all over India, of which about 44% are PhD degree holders, many of which are from premiere institutions; and diverse set of students who are admitted through several streams of admission like KCET, PG CET, COMEDK, NEET, Uni-GAUGE, DSAT, and direct admissions.
- Automation and digitization of academic administration and academic life-cycle processes are done via a commercial ERP system GNUIMS, Moodle LMS, Integrated Library Management System using Libsys7 and Web OPAC, Ion EMS for examinations management, Ion DVS for digital evaluation, and in-house developed web interfaces.

Institutional Weakness

- Reliance on IT industry for placements and relatively lesser placements in core companies, just like any other non-premier educational institution in the Country, however, this seems to be trend in private institutions.
- Percentage of international students on rolls is not that great as DSU is a very young University. The University has a smaller number of international students and faculty members. The University has taken a note of the same and is working towards improving these through MoUs with international institutions.

- Alumni strength and harnessing the alumni relations- which may be attributed to the fact that DSU is only 7 years old and only a few batches of students have graduated so far. Further, the lack of offline face-to-face classes, where a bondage is more likely to develop, owing to the pandemic has affected the teacher-student relationship throughout the world.
- Number of PhDs awarded so far is not that great. However, the University has taken a note of it and will develop a strategy to improve the same.
- Faculty retention in view of market emphasis on computer science related disciplines. However, this seems to be the order of the day in almost all similarly placed private institutions.

Institutional Opportunity

- Being a State Private University established by an Act of the State of Karnataka, DSU may exploit the avenues that ride with such a status, subject to the Act, Government Notifications, and Regulations of the concerned Statutory Regulatory Authorities. The University is not curtailed by the prevalent affiliation-type system, throwing open a plethora of opportunities, however with responsibility and accountability. The University has, in this sense, complete academic freedom to develop new programs of studies including integrated degrees, dual degrees, major and minors; state-of-the-art curricula; pedagogy; assessment methods; and national and international collaborations. The University is marching in the right direction to make use of these opportunities.
- The diverse set of over 50 programs presently offered by the University brings to the table plenty of opportunities for multi and interdisciplinary research and development; and lays the foundation for a smooth transition to the system under NEP2020.
- The presence of the medical school and the school of health sciences opens up abundant opportunities for extension activities and rural community service, especially in the health-sector, and wholistic education and all-round student development envisaged by NEP2020.

Institutional Challenge

- The location of the designated campus, which is relatively far away from the centre of the city, poses the issues of mass transportation, and perhaps student admissions, especially during the warm-up period.
- Of late, the increasing number of State Private Universities, easing out of eligibility criteria for Deemed to be University status by UGC, and possible entry of foreign universities will introduce a challenge for DSU to remain in the race, to be a university with a difference, and excel.
- The pandemic has rapidly affected the way we learn, get educated, the curricula and syllabi design process, teaching-learning process, and assessment methods. Like any other institution, DSU has also faced the huge challenge of adjusting to the new-normal, find newer and better ways of preceding tasks, and make a transition to a hybrid and effective mode of educational system.
- The NEP2020 and make-in-India initiative envisages the transition from single stream institution to a truly large multi-disciplinary institution with multidisciplinary and interdisciplinary educational system. However, the trends experienced on ground is different - a greater demand for professional programs in Engineering, especially for computer science. It is indeed a challenge for the University to take along all disciplines forward, and provide holistic, multi and interdisciplinary education.
- With several Statutory Regulatory Authorities governing the educational arena in a university system presently, before the full-fledged implementation of NEP 2020, it becomes a challenge for the University to cater to all those statutory requirements, in addition to the notifications from the Governments. However, this may ease out with implementation of NEP.

- With a legacy of over 6 decades in the education sector, and with multiple educational institutions under the Dayananda Sagar Group of Institutions, with several programs across different types of institutions, like affiliated college, autonomous college and a university, falling under different SRA, it is a challenge for DSU to be distinct, sans any confusion amongst the stakeholders. However, the University has taken note of the same and has acting on setting up systems separate from the common system, which has started with the setting up of an exclusive admissions and HR teams.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

DSU has a structured procedure for developing curricula and syllabi for all programs offered, through Departmental Curriculum Committees, Boards of Studies, and Academic Council. These Bodies comprise of external academicians, industrial experts, research scientists, and teachers contributing to the curricula design process, and do consider inputs from the stakeholders, with feedback-form and action taken reports being hosted on website. The curricula are reviewed and updated at least once a year, in view of latest technological, social, local, regional, and global developments and trends, and the requirements of competitive examinations.

The curricula aim to ensure that the students acquire fundamental concepts as well as skills via hands-on experience, with a fine balance. The curricula have scope for inbuilt laboratory components, mini and major projects, internships, special topics, reflection notes, research paper critique, and capstone projects often in industries. The courses are categorized into several types – basic and applied sciences, professional core and electives, open electives, and liberal studies, with a balanced distribution, addressing the requirements of NEP-2020.

As DSU is relatively young, syllabi revisions were carried out for over 85% of programs during last five years, with implementation of CBCS for almost all (98%) programs, subject to applicable SRAs.

Over 70% courses offered across programs are the new courses introduced during last five years, and it is ensured that more than 80% of courses offered do have focus on employability / entrepreneurship / skill development.

The cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability are addressed through the curricula, with 58 regular courses addressing these issues, in addition to related co and extracurricular activities, events, workshops, seminars, guest lectures, and voluntary societal outreach programs.

Over 100 value added courses have been offered during last five years, with about 1/3rd students being benefited.

More than a third of students on rolls undertake field / research projects and internships in industry or elsewhere, on an average during last five years.

Structured feedback for design and review of syllabi are taken from all stakeholders, and the feedback-form, analysis report, as well as ATR are hosted on the institutional website.

Teaching-learning and Evaluation

DSU has a healthy demand ratio of about 3.5 for its quota of 60% of intake prescribed by the Act. Inclusivity in the admissions is ensured, as on an average, 93% of reserved seats are filled, and admissions are open to students from all over India, via different entrance exams like, DSAT, KCET, Uni-GAUGE, and NEET.

DSU not only recognizes the need for variable paced teaching-learning processes for different types of learners, but also implements effective strategies to add-on value and augment the capabilities of each type of learners.

The current student - teacher ratio is a healthy 17:1, and 19 students are assigned to each mentor, where mentoring is carried out on ERP. In excess of 95% of sanctioned faculty positions have been filled on an average, meeting applicable statutory requirements, and over 55% teachers have super speciality degrees, mostly from premiere institutions.

For almost all regular theory courses, hands-on laboratory components, project-based learning, simulations, programming, or usage of a modern tool are integrated at the curricula design stage itself, thus offering a wide scope for experimental, participative, and student centric learning. A commercial ERP is being used, in addition to Moodle LMS for academics and administration. Virtual labs are conducted, as DSU is a nodal centre of Virtual Labs under MHRD initiative.

The Examination Cell uses a fully automated software for semester-end examinations management as well as digital evaluations - Ion EMS and Ion DVS, for all activities of examination and evaluation system. The commercial online assessment platform, Eklavya, is also used for the conduction of AI facial recognition based, automatically proctored, CIA and semester end examinations. These measures have resulted in results being announced within two weeks from the last day of examinations, insignificant 0.08% complaints about evaluation, less than 8% revaluation cases, and over 97% pass percentage, all on an average.

OBE approach is adopted, developed following consultation with stakeholders, and outcomes are publicized through the web and other means. The evaluation of the attainments of outcomes are done at various levels - course coordinators, program coordinators, Departmental Advisory Board, and at the institutional level.

Research, Innovations and Extension

Research is promoted by providing seed money grant for research; incentives for taking up externally funded research projects; accelerated increments and promotions; support for attending and organizing conferences; and appointment of exclusive Research Professors. About 50% of departments offering programs carry out sponsored research projects. DSU has a policy of sharing a percentage of consulting fee received with the consultant(s). The intellectual property created is safeguarded via DSU-KSCST IP Cell. More than 120 workshops / seminars have been conducted, related to research, IP, entrepreneurship, and skill development during the last five years.

DSU has:

- about 45% faculty members with PhD,
- 34 PhD awardees supervised by active research supervisors of DSU,
- 25 plus published patents,
- 1250 plus indexed publications,

- average citation index of 4.5,
- average h-index of 26,
- 30 externally funded research projects,
- cumulatively over 40 JRF/SRF,
- about 10 seed money grantees,
- about Rs. 4.7 crore research funding from government and non-government agencies,
- over Rs. 35 Lakh worth consultancy,
- over 45 awards / recognitions for research / innovation,
- carried out in excess of 35 collaborative activities per year on an average, and
- more than 50 active MOUs for research and academic development

The library keeps the state-of-the-art digital resources up to date with subscriptions, like IEEE, ASME, DELNET, and EBSCO. DSU provides global-standards exposure via research facilities / innovation laboratories, of which many are sponsored by industry, like, Autodesk, Bosch, GE, Dassault, Nvidia - Boston, IBM, and VMware.

DSU has established two incubation centres: Atal Incubation Centre, with support from Atal Innovation Mission, NITI Aayog; and DERBI Foundation, with support from DST. These can lay a platform for germination of 300 start-ups, with focus on three verticals: mobility, water treatment, and bio-medical.

DSU has a NSS unit, a hospital run by the medical school, and allied health sciences schools for rural health related extension activities. About 110 extension and outreach programs have been conducted during the last five years, with more than half of students on rolls participating actively.

Infrastructure and Learning Resources

DSU, which will operate from two campuses, has state-of-the-art buildings, innovation galvanizing research labs, ICT enabled class rooms, equipped library, centrally air-conditioned office spaces, sports grounds and facilities, spacious parking lots, exhilarating gardens, and cafeterias.

DSU has sufficient number of furnished class rooms of varying capacities to accommodate 60 and 80 individuals, in addition to tutorial rooms, seminar halls, galleries, and the likes. Over 80% class rooms are smart class rooms.

A student to computer ratio of 3:1 is maintained in the laboratories. A healthy student-computer ratio of 9:1 is maintained across.

DSU has a 1 Gbps leased line over fibre connectivity, and additional 100 Mbps leased lines. Students are exposed to virtual learning environment, via Moodle, and customized LMS module of ERP.

The facilities for cultural activities and sports include, basketball courts, football field, cricket ground, volleyball court, tennis court, throw ball court, table tennis rooms, three 60-seater galleries, gymnasium, and sports accessories. The students' clubs for cultural activities are active even during the post-pandemic era, by conducting virtual events.

On an average, DSU has spent about 48% of expenditure excluding salary, on the infrastructure augmentation during the last five years.

The library is equipped with Libsys7 software, D-Space turn-key repository software, and Web OPAC. Besides, departmental libraries also help in information dissemination. The average annual expenditure for purchase of books and journals during the last five years is in excess of Rs. 50 Lakh. Faculty and students have the access to e-journals, e-ShodhSindhu, e-books, Databases, and remote access to e-resources. In spite of the pandemic, over 25% of population on campus use the library.

DSU has a qualified and specialized IT team, for ensuring round the clock availability and management of IT assets. The Director Operations, is responsible for overseeing the optimal utilization and maintenance of laboratories, teaching aids, library, sports facilities, computers, classrooms, offices, cafeterias, fleet of busses and cars, campus landscape, and so on, who oversees the facility team. Trained security guards are deployed in the campus for round the clock security, with CCTV security cameras installed at strategic points.

Student Support and Progression

On an average, one student in every five has been the beneficiary of scholarship / freeship provided by either governments or the University. The total scholarship amount, during the last five years, is around Rs. 6 crore from the Government, and Rs. 2.1 crore from the University.

DSU has a dedicated Training and Placements department for students' support. All the four types of capacity development and skills enhancement initiatives, viz., soft skills, language and communication skills, life skills, and awareness of trends in technology, are undertaken by the University.

During the last five years, on an average:

- about 56% of students are benefited by the career counselling and guidance for competitive examinations offered,
- about 92% of students qualify in state / national / international level examinations,
- in excess of 10% of recently-graduated students progress to higher education,
- percentage of placement of outgoing students is a healthy 52% based on the number of graduating students, and is about 65% based on the eligibility criteria,
- number of sports and cultural events / competitions organised by the University per year is over 25, and
- about 50 awards / medals have been won by the students for sports and cultural activities,

DSU has constituted all types of Committees for addressing various types of grievances, mandated by statutory bodies, and sticks to the compliance.

The student council participates in developing the activity calendar every academic year, publication of university magazines; and passionately contributes towards the following sub-committees: Class committee, Departmental Board of Studies, Placement Committee, and IQAC members, housekeeping committee, mess committee, and discipline committee, and assists towards the smooth functioning of hostels. The Institution adopts all the statutory-authorities prescribed mechanisms for redressal of student grievances.

DSU alumni have established the Alumni Council, with plans to set up Chairs in niche areas, donate endowments for research, create scholarships for economically backward meritorious students, become sponsors of medals, donate books to libraries, institute awards to faculty members and students, support students' internships, and set up innovation labs. Its representatives are part of Board of Studies of various departments.

Governance, Leadership and Management

DSU adheres to the stated vision and mission through the implementation of statutory regulations as specified in the Karnataka Act No. 20 of 2013, Statutes, Regulations, and orders from the GoK. The organizational structure is built on decentralization of powers, through the Authorities like Board of Governors, Board of Management, Finance Committee, Academic Council, and Research and Innovation Council.

A strategic plan has been implemented with focus on regular formative assessment of learning outcomes, rather than the summative assessment in tune with NEP 2020, and with inbuilt hands-on experience in a majority of courses.

DSU has implemented e-governance in all the areas of operations, through a commercial ERP software.

The recruitment, and terms and conditions for all employees are as per service rules, regulations, guidelines, conduct and discipline rules, conforming to the statutory requirements. A transparent faculty and staff appraisal system has been implemented with pre-announced criteria, involving teaching, research and administrative contributions. For the non-teaching staff, ESI and provident fund schemes are provided as per Governmental policies.

On an average over 20 FDPs / administrative training programs have been conducted per year during the last five years, and during this period, in excess of 20% faculty members have undergone FDPs / STTPs.

Being a State Private University, DSU financially relies on the contributions from the promoting MGVP Trust, its own internal accruals, student fees, external research funding, and consultancy fee, for its sustenance and growth. Yet, during the last five years, it has attracted funds of about Rs. 28.5 crore for infrastructure from government and non-government bodies, and philanthropists.

Regular internal and external financial audits are conducted by the office of CFO and certified external auditor, overseen by the Finance Committee, and audit objections are addressed following the norms of the ICAI.

The IQAC lays down procedures and standards, conducts sensitization events and periodic academic audits, and automates and digitizes academic administration through in-house developed web interface.

During the last five years, the following incremental improvements have been adopted: transformation from summative to formative assessment, emphasis on experiential learning with hands-on inbuilt integrated laboratories, and introduction of liberal studies.

Institutional Values and Best Practices

DSU offers over 15 regular courses sensitizing the students about promotion of gender equity and inclusiveness, in addition to regular events. The campuses have a disabled-friendly, barrier free environment via ramps, lifts, screen reader on website and so on. DSU embraces community from diverse backgrounds via programs under a wide spectrum of disciplines, admissions from all over India, faculty members are appointed based on advertisements, providing an inclusive environment. Several non-technical, however socially relevant regular courses, are offered besides relevant co and extracurricular activities, laying foundation for reinforcement of constitutional obligations, values, rights, duties and responsibilities. DSU has a prescribed and

publicized code of conduct for students, teachers, administrators and other staff, and conducts periodic programs with this theme, all overseen by a committee.

DSU has implemented several measures for alternative energy sources, and conservation of energy and environment. The avoidance of plastics to the best possible extent is stressed, via tie-ups with the plastic recyclers. Various types of wastes are disposed via MOUs with related organizations.

The best practices followed are:

1. Samshodhana Sagara: aims towards creation of a repository of quality-knowledge, through impetus for research culture, which is useful to the society.
2. Kaushalyodyama Sagara: with the aim of skilling of industry-ready students and entrepreneurship development.

The related objectives intended are, respectively:

- To build an ecosystem that establishes and sustains quality scientific research culture
- To provide impetus to research carried out at the University that facilitates creation and dissemination of useful knowledge
- To build an ecosystem of multi-disciplinary problem-solving culture at the University, provide skills, and real-life oriented practical intensive training
- To develop an entrepreneurship culture at the University where innovative ideas can flourish, and fostered with a world-class innovation-incubation model

DSU has established a thrust area that combines all the major scientific work being carried out at the University, making it a multidisciplinary effort and application - intensive research work under the aegis of extremophile domain. The extremophiles are studied for bioremediation, and research is carried out to reduce the impact of anthropogenic activities for sustainable environment and health-care, and exploration of industrial bio-products, consequent scale up and commercialization.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	DAYANANDA SAGAR UNIVERSITY
Address	Dayananda Sagar University, Devarakaggalahalli, Harohalli, Kanakapura Road, Ramanagara District
City	Bangalore
State	Karnataka
Pin	562112
Website	www.dsu.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	K N Balasubramanya Murthy	080-49092904	9538579505	080-42201997	vicechancellor@dsu.edu.in
IQAC / CIQA coordinator	Subrahmanya S. Katte	080-49092983	8762600382	080-42201997	iqacdsu@dsu.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	16-05-2014
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	18-08-2015	View Document
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Dayananda Sagar University, Devarakagallahalli, Harohalli, Kanakapura Road, Ramanagera District	Rural	140	101437.1	UG, PG, PhD		
<i>Satellite Campus</i>	<i>Shavige Malleshwara Hills, Kumaraswamy Layout, Bangalore 560111</i>	<i>Urban</i>	<i>12</i>	<i>37161</i>	<i>UG, PG, PhD</i>	<i>16-05-2014</i>	<i>18-08-2015</i>
<i>Satellite Campus</i>	<i>Innovation Campus, Kudlu Gate, Hosur Road, Bangalore 560114</i>	<i>Urban</i>	<i>3.4</i>	<i>23210</i>	<i>UG, PG, PhD</i>	<i>16-05-2014</i>	<i>18-08-2015</i>

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes												
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>113607_10598_1_1674795639.pdf</td> </tr> <tr> <td>PCI</td> <td>113607_10598_6_1674796095.pdf</td> </tr> <tr> <td>INC</td> <td>113607_10598_7_1674796311.pdf</td> </tr> <tr> <td>BCI</td> <td>113607_10598_8_1674795886.pdf</td> </tr> <tr> <td>MCI</td> <td>113607_10598_2_1674795710.pdf</td> </tr> </tbody> </table>		SRA program	Document	AICTE	113607_10598_1_1674795639.pdf	PCI	113607_10598_6_1674796095.pdf	INC	113607_10598_7_1674796311.pdf	BCI	113607_10598_8_1674795886.pdf	MCI	113607_10598_2_1674795710.pdf	
SRA program	Document													
AICTE	113607_10598_1_1674795639.pdf													
PCI	113607_10598_6_1674796095.pdf													
INC	113607_10598_7_1674796311.pdf													
BCI	113607_10598_8_1674795886.pdf													
MCI	113607_10598_2_1674795710.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	63				115				308			
Recruited	44	19	0	63	47	41	0	88	86	163	0	249
Yet to Recruit	0				27				59			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				378
Recruited	145	211	0	356
Yet to Recruit				22
On Contract	37	44	0	81

Technical Staff				
	Male	Female	Others	Total
Sanctioned				59
Recruited	35	15	0	50
Yet to Recruit				9
On Contract	17	30	0	47

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	1	0	1	0	0	2	0	0	4
Ph.D.	30	13	0	23	22	0	26	40	0	154
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	22	5	0	15	19	0	58	123	0	242
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	2	0	0	2
Adjunct Professor	2	0	0	2
Visiting Professor	29	1	0	30

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	None	None	None

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2693	999	9	7	3708
	Female	1870	406	7	0	2283
	Others	0	1	0	0	1
PG	Male	251	89	0	3	343
	Female	367	111	6	2	486
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	105	25	0	0	130
	Female	128	14	0	0	142
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
---	----

Details of UGC Human Resource Development Centre, If applicable

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Aerospace Engineering	View Document
College Of Allied Health Sciences	View Document
College Of Design And Transmedia	View Document
College Of Journalism And Mass Communication	View Document
College Of Nursing Sciences	View Document
College Of Pharmaceutical Sciences	View Document
College Of Physiotherapy	View Document
Computer Applications	View Document
Computer Science And Engineering	View Document
Computer Science And Engineering Artificial Intelligence And Machine Learning	View Document
Computer Science And Engineering Cyber Security	View Document
Computer Science And Engineering Data Science	View Document
Computer Science And Technology	View Document
Dr Chandramma Dayananda Sagar Institute Of Medical Education And Research	View Document
Electronics And Communication Engineering	View Document
Mechanical Engineering	View Document
Research	View Document
School Of Basic And Applied Sciences	View Document
School Of Commerce And Management Studies	View Document
School Of Law	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<i>The vision / plan of institution to transform itself into a holistic multidisciplinary institution: Dayananda Sagar University is on the right path of a truly multidisciplinary university, offering programs under seven different Schools, covering a wide range of areas – engineering, computer applications, commerce, management, biological sciences, humanities, allied health sciences, nursing, pharmacy,</i>
---	---

medicine and legal studies. The university offers open and interdisciplinary electives across programs, and is about to start offering programs under the disciplines of Design, and Law for the forthcoming academic year. The University has also started offering Minors, along with a Major degree, subject to predefined and specified credit requirements.

Institutional approach towards the integration of humanities and science with STEM: The University has integrated liberal studies components, including language studies, as a part of programs under STEM, in addition to the open electives across the University.

The University offers flexible and innovative curricula: Starting from the third semester, many programs have a set of designated courses – Special Topics, for 2-credits each, spread over various semesters, with open scope for projects in the areas of community engagement and service, environmental education, towards the attainment of a holistic, value-based, and multi-disciplinary education.

Institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits while maintaining the rigor of learning: The University is revamping the curricula and syllabi for the academic year 2022-23, with multiple exit options, with the award of certificate, diploma, advanced diploma, degree, and honours / research degree, respectively after successful completion of first, second, third, and fourth years should a candidate choose the exit option. The candidate may also enter a program of study at appropriate level, subject to the predefined eligibility criteria. The revamping is planned in such a way that the requirements of the National Skills Qualifications Framework shall be satisfied at various levels, ensuring the rigor of learning.

Institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges: The call for admissions of PhD scholars has a specific mention of interdisciplinary research, under more than one research supervisors across disciplines. A designated position – Research

Professor, has been created and a few eminent personalities have been appointed for the said positions, with a mandate to prioritize inter and multi-disciplinary research.

Good practice/s of the institution to promote Multidisciplinary / interdisciplinary

approach: Almost all courses have inbuilt laboratory or hands-on components, requiring the students to take interdisciplinary approach rather than the discipline-wise compartmentalization of knowledge and skills. The University encourages students to take up mini projects, internships, and capstone projects on live-projects in the industry or industry sponsored laboratories located on the Campus.

2. Academic bank of credits (ABC):

Initiatives taken by the institution: The curricula have a scope for recognizing the online courses undergone by the students on platforms like, SWAYAM, NPTEL, and so on, for designated 2 credits during the semesters.

Registration: Dayananda Sagar University has registered with National Academic Depository for Academic Bank of Credits.

Efforts of the institution for seamless collaboration, internationalization of education: The University has several MoUs with institutions of repute abroad, for academic collaboration. The joint degrees, with credit transfer for courses or semester abroad program, is under active consideration.

Encouragement for faculty members: The faculty members are granted autonomy for the pedagogy and assessment, within the predefined framework and subject to accountability. The curricula have the scope for inbuilt laboratory components, mini projects, projects, internships, special topics, reflection notes, research paper critique, and so on, which may be decided by a teacher.

Good practice: The University follows CBCS for all programs, wherever permitted by concerned SRAs.

3. Skill development:

Efforts by the institution to strengthen the vocational education and soft skills: The University, in collaboration with industries, offers five B. Voc. programs, with specializations in Data Analytics,

Computer Engineering and IT Infrastructure, Mechatronics, Tool Engineering, and Pharmaceutical Manufacturing Technologies. In addition to the soft skills training programs conducted by the departments, a separate Training and Placements wing also conducts such training programs for the pool of students, often by engaging external experts.

Programs offered to promote vocational education and its integration into mainstream education: The University regularly conducts sensitization programs targeting the final year diploma students studying elsewhere to promote the vocational education. The graduates of B. Voc. program are considered eligible for higher studies, on par with any other Bachelor's Degree following UGC Regulations, thus integrating with other main-stream education.

Value-based education to inculcate positivity amongst the learner: A couple of the Core Values practiced at the University are: fairness - a commitment to objectivity and impartiality, to earn the trust and respect of society; and integrity and transparency - a commitment to be ethical, sincere and transparent in all activities and to treat all individuals with dignity and respect. There are about 60 regular courses, offered across the programs, inculcating the value-system amongst the students. Workshops, seminars, guest lectures, and other activities for the students are regularly organized, with the objective of promotion of upholding the values, ethics and moral principles.

Institutional efforts: Almost all courses have scope for hands-on experience / mini project, additionally the 2-credit course – Special Topics, gives scope for a student to undergo vocational training. The University attracts eminent personalities superannuated from industries as adjunct faculty. Additionally, guest lectures and workshops are conducted by industry veterans for the students.

Good practice: The University has established several state-of-the-art innovation laboratories, in collaboration with the industries, for active skill development.

4. Appropriate integration of Indian Knowledge

Strategy and integration of the Indian Knowledge

system (teaching in Indian Language, culture, using online course):

system into the curriculum: Following the orders of the State, two courses on the local language – Kannada, have been made mandatory. Prominence is meted out to the geographical, regional, faith-based celebrations, such as Onam, Ugadi, Gudi Padwa, Holi, and other new years, which help the students understand the culture and inculcates respecting others culture and traditions.

Plans to train faculties to provide the classroom delivery in bilingual mode: Presently, the faculty members explain the difficult concepts in local language to the students who have difficulty in understanding the same explained in English, especially for the students of Engineering who are admitted via lateral entry scheme. The formal training of faculty members will be provided when called for.

Degree courses taught in Indian languages and bilingually: Apart from the two mandatory courses for engineering students on Kannada as well as courses on language studies, no other course is taught in language other than English. However, the explanations are provided wherever necessary in other languages.

Efforts of the institution to preserve and promote IKS: The university often conducts guest lectures from eminent personalities for the promotion of Indian languages, arts, culture, and traditions. The University has student's performance clubs which celebrate and conduct performances and competitions in these areas.

Good practice: The student cultural clubs, such as, literary club, abhinaya club, fine arts club, and music club, foster the multi-cultural diversity on campus. These club activities informally but endearly educate students about the practices, norms, and prevailing cultures of various states.

5. Focus on Outcome based education (OBE):

Institutional initiatives to transform its curriculum towards OBE: The University insists on development of curricula for each program following consultation with all stakeholders – student representatives, teachers, industry representatives, external academicians, and alumni, carried out by the concerned Board of Studies. Also insisted upon is the

development of predefined PEOs, POs, and PSOs for each program, and publicization of the same through the university website. Each course is required to have a set of COs, which are publicized along with the syllabi on the institutional website.

Efforts to capture the OBE in teaching and learning practices: The teaching-learning strategy and assessment methods are chosen in line with the predefined COs for each course. Various strategies like, lecture, practical work, demonstration, flipped classes, questions and answers, brain storming, group discussion, tutorial, assignments, industrial visits, problem-based learning, work-based learning, project-based learning, seminar, app development, code writing, simulation, and so on are adopted depending on the topic and course.

Good practice: The departmental websites are ensured to publicize, on the institutional website: PEOs, POs, PSOs, curriculum, syllabi, for each program; and COs for each course. The University is progressively moving towards formative assessment from the prevalent summative assessment.

6. Distance education/online education:

Possibilities of offering vocational courses through ODL mode: The University will consider offering of vocational programs through ODL subject to the approval by the SRAs as and when opened.

Development and use of technological tools for teaching learning activities, efforts towards the blended learning: The University has made available several courses on the Moodle LMS. Additionally, the LMS module of a commercial ERP system is being used for online learning mode. The prevalent pandemic has given an opportunity for all teachers to optimize the teaching-learning by a blended mode, offline as well as online depending on the topics. The teachers use Google Meet, Google Classroom, Zoom, and CISCO Webex for online teaching learning process.

Good practice: The University is a recognized nodal centre of Virtual Labs under IIT Roorkee, a MHRD, Government of India initiative, and makes use of virtual labs for teaching-learning wherever apt.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The Electoral Literacy Club (ELC) has been set up in the University and is active.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Electoral Literacy Club at DSU functions with a motive to create awareness and to ensure the participation of youth and future voters who are pillars of Indian democracy. Two nodal officers have been nominated for the ELC. These nodal officers in turn nominate one member each from the respective school / college / department for the academic year and conduct the related activities as per the requirement.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC provides a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. At ELCs, learning meets fun. Activities and games are designed to stimulate and motivate students provoking them to think and ask questions. Activities involved in ELC are Declamation, Poster Making, Quiz, Slogan Writing, Skits, Placards, Guest speakers, Campaign in adopted villages, and Awareness to underprivileged.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The following activities have been conducted: Celebration of Constitutional Day in association with NSS. An Invited Lecture Programme on National Voter's Day was organised on 25-01-2021. ELC club for social responsibility has conducted activity amongst farmers and students around Harohalli villages, Kanakapura, about electoral enrolment and other electoral process, and various awareness programs, like right to vote, cyber security, safety and so on.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>DSU has initiated a drive for electoral enrolments amongst its students. Mentors of each school will monitor the registered students and yet-to-register students are encouraged to enrol during the enrolment camps.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
45	38	31	31	27
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 15

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6821	5749	4737	3702	2214
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1759	1375	967	595	139
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the University examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6266	5431	4291	3539	2055
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
339	87	330	397	285

3 Teachers

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1334	1183	1092	1015	780
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
400	371	272	271	195
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
486	419	319	271	196
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
31387	29598	24007	20418	16685
File Description		Document		
Institutional data in prescribed format		View Document		

4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
433	398	303	276	232
File Description		Document		
Institutional data in prescribed format		View Document		

4.3

Total number of classrooms and seminar halls

Response: 142

4.4

Total number of computers in the campus for academic purpose

Response: 781

4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
4641.95	3178.4	2940.25	2095.48	1664.65

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

DSU has a structured procedure for developing curricula for the new programs, and also for regularly updating the curricula for existing programs, through Departmental Curriculum Committees, Boards of Studies (BOS), and Academic Council. The curricula and syllabi are elaborately deliberated in the BOS, that comprises of external academicians, experts from industries, research scientists, and faculty members including Departmental Chairperson. The Guidelines and Regulations of relevant Statutory Bodies are considered in the curricula design, in addition to inputs from other stakeholders- students, Governing Board Members, alumni, employers, and professional bodies. The curricula development aims to ensure that the students acquire fundamental concepts as well as skills via hands-on experience, with a fine balance between the two, by integrating laboratory components in to the courses themselves. The curricula and syllabi are finalized by firming up the opinions, observations, specific comments and advices of the Academic Council.

Existing curricula and syllabi are critiqued by the teachers, and reviews are carried out at least once a year, in view of latest technological, social, local, regional, and global developments and trends, as well as the requirements of competitive examinations. Meta-analysis of curricula prescription as well as syllabi-spread is carried out in comparison with INIs as well as universities of repute abroad, ensuring contemporariness.

The courses are categorized into several types – basic sciences, engineering sciences, professional core, professional electives, open electives, and liberal studies including language studies. A balanced distribution is made between each type in the curricula, addressing the requirements of NEP-2020. DSU is in the forefront of implementation of NEP-2020, not only at DSU itself, also in the State through its contributions.

The curricula have the scope for inbuilt mini projects, major projects, internships, special topics, reflection notes, research paper critique, and capstone projects, often in industries on live projects. The curricula development intends to foster innovation and contribute to the entrepreneurial ecosystem in India, under the mentorship of Atal Incubation Centre of DSU (funded by NITI Aayog, GoI) and Dayananda Sagar Entrepreneurship Research Business Incubation (DERBI). The local needs, in using technology to rejuvenate the micro, small and medium enterprises, is catered to by incorporating modules on enterprise systems, knowledge work systems and enterprise applications.

A strong correlation between the Course Outcomes and Program Outcomes is ensured for each course, and the POs for each program are adopted in tune with the relevant statutory accreditation bodies.

Further, an effective implementation of Outcome Based Education framework and Choice Based Credit System, ensures that the graduates do have expected global graduate attributes.

Representative course-types:

DSU offers a wide range of programs, including B. Voc in collaboration with industries, catering to the man power requirements aligned with local and national needs like make-in India, pharmacy, aerospace, IT and BT sectors. DSU's range of programs, across several disciplines, with the state-of-the-art curricula, provide unparalleled opportunities for students to work on interdisciplinary and multidisciplinary problems, contributing to the global needs of creation of graduates who can effectively address the fast disappearing lines of separation between branches and disciplines.

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

1.1.2

Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 73.33

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

Response: 33

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

Response: 45

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document
Link for additional information	View Document

1.1.3

Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 80.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
1135	1017	878	778	590

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 74.79

1.2.1.1 How many new courses were introduced within the last five years.

Response: 1346

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

Response: 1924

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

1.2.2

Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 97.78

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

Response: 44

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

Response:

Addressal of these issues are an integral part of the curricula at DSU, imparted through various regular courses, internships, projects, assessment methods, co and extracurricular activities, events, and voluntary societal outreach programs.

The mandatory course – Constitution of India and Professional Ethics, lays foundation for behaviour and rules of engagement, addressing issues with respect to professional ethics, gender, human rights and values. Another mandatory credited course – Environmental Sciences, lays foundation for basic awareness towards environment and sustainability.

A representative list of regular courses, which are integrated in the curricula of various programs of DSU, addressing these cross-cutting issues involves:

Courses inculcating professional ethics –

- Professional and Business Ethics
- Business Ethics and Corporate Governance
- Law for Engineers
- Ethical Hacking
- Media Laws and Ethics
- Biosafety, Bioethics, and IPR
- Research Methodology
- Regulatory Affairs Theory
- Employee Relations and Labour Laws

Courses striving for gender equity, women empowerment, and aiming towards building an inclusive society –

- Media, Gender, and Human Rights
- Indian Culture and Heritage
- Political Communication
- Media and Cultural Studies Technical Communication

Courses inculcating human values and social responsibility –

- Advanced Organizational Behaviour
- Personality Development
- Human Resource Management
- Sociology

Courses introducing awareness towards environment and sustainability -

- Renewable Energy Sources
- Economics for Engineers
- Environment and Public Health
- Agricultural and Environmental Microbiology
- Green Energy

During curricula and syllabi developments, emphasis is laid to ensure inclusion of either a few topics or even a module in the courses, on human element, ethical practice, gender non-bias and environmental sustainability.

The assessment methods adopted for assignments, reflection notes, and so on, with inbuilt plagiarism checking, enforces ethical behaviour in students and instils awareness of pitfalls of academic dishonesty.

Further, the summer internships, mandatory internships, and projects in industries expose the students to pick up corporate-standards behaviour early.

DSU regularly organises workshops, seminars, guest lectures, and other activities for the students, with the objectives of upholding the values, ethics and moral principles. Events such as Elocution Competitions, Quiz on Women Empowerment, Great Women Personalities, Guest Lectures on Gender

Equality, are organised regularly. Activities are conducted that aim at sensitivity-creation and vitalization to address gender related issues, as well as competence augmentation to reinforce the knowledge set and skills required to subjugate the gender inequality concerns.

DSU is an equal-gender opportunity-provider university in all its academic, administrative and allied activities.

DSU organises regular and sustained student centric social service activities like tree plantation, Swachh Bharat Abhiyan, pollution mitigation and environmental awareness initiatives.

Additionally, student community of DSU are engaged in societal outreach activities that embrace societal needs and humanity, especially during initiation and induction activities into university-fold. A representative list of such programs includes, medical health check-up camps, Pulse Polio program, tuberculosis awareness program, awareness program on AIDS, walkathon on world heart day, breast cancer awareness campaign, diabetes awareness camp, and so on. These activities provide a well-defined framework for comprehensive understanding of coordinates of relevant challenges in education as well as real-life, and opportunities to learn on how to address all the preceding cross-cutting issues.

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 for imparting transferable and life skills offered during last five years.

Response: 101

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 101

File Description	Document
Institutional data in prescribed format	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: 32.22

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.

2021-22	2020-21	2019-20	2018-19	2017-18
3038	1651	1372	967	725

1.3.4

Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 33.02

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 2252

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

1.4 Feedback System

1.4.1

Structured feedback for design and review of syllabus – semester-wise / year-wise is received from

1) Students, 2) Teachers, 3) Employers,

4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2

Feedback processes of the institution may be classified as follows:

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

File Description	Document
URL for feedback report	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Demand Ratio (Average of last five years)

Response: 10.26

2.1.1.1 Number of seats available year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2981	2959	2329	1960	1665

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

2.1.2

Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years

(Excluding Supernumerary Seats)

Response: 93.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
409	376	286	260	205

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[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 and organises special Programmes for advanced learners and slow learners

Response:

DSU has a system in place for identifying slow and advanced learners, and decide on relevant, subsequent course of action. The teachers and counsellors get an appraisal to identify keenly, while they engage in class-room teaching, soon after CIE events, and also when there are active interactions during lab practice. The student counsellors, who engage and follow students closely in the matters of academics and scholastic tasks, provide inputs about the grasping level and learning styles of students. Supplementary criteria such as student performance in aptitude tests, innate and acquired knowledge levels, ability to comprehend, apply, analyse, synthesize, and SGPA / CGPA are also considered. These form the basis of identifying slow learners who need special attention, and also advanced learners who could be assigned tasks of higher levels. The categorization and the subsequent course of action serve the specific objective of espousing different mechanisms of teaching to the two sets of students without discrimination.

The advanced learners are made to engage in acquisition of advanced concepts, skills, strategic thinking, and logical reasoning, through:

- poster presentations on technical upgradations of products or procedures;
- accessing course management portal and internet for quizzes, videos and extra learning material specified;
- access to e-journals for knowledge enhancement;
- harnessing innovative ideas as reality with mini projects, addressing real world problems;
- participation in conferences, workshops, technical competitions and events;
- involvement in consultancy and R&D projects;
- encouragement and providing essential facilities to participate in technical competitions;
- discussion of case studies involving interdisciplinary objectives;
- guided visits to industries and media studios to involve in personal discussions, learning by observations and knowing differentiating and unique practices;
- opportunities to write technical write-ups that appear on course blogs; and
- administering e-learning for consigning in-depth clinical skills and knowledge by means of virtual case studies that envelops mixed learning approach.

The slow learners, often, are recognized to be having - limited exposure owing to factors such as backgrounds, socio-cultural upbringing problems, lack of aptitude in science and engineering domains, and hailing from poor academic environments. Lack of interest as well as motivation in studies, inclination towards sports and other fields, and interest in some other branch or discipline, are recognized to be other factors to lag-behind in studies. These issues are addressed by following strategies:

- remedial extra classes;
- unit and make-up tests, supply of question banks;

- inspirational talks, lectures and workshops by personnel of repute;
- designing remedial classroom instructional set;
- customized provision of individualized learning materials;
- development of target specific work sheets, exercises, problem-solving nuances
- exposing to video and audio e-learning materials;
- detailing with more visualization of concepts;
- frequent regular assessments for performance improvements;
- language and communications development programs, bilingual explanations, wherever necessary; and
- personalized mentoring.

For each course, a course-chart of the program helps students to understand greater scheme of things.

Thus, DSU not only recognizes the need for variable paced teaching-learning processes for different types of learners, but also implements effective strategies to add-on value and augment capabilities of each type of learners, and to manage a balanced academic life.

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

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 17.05

File Description	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:

DSU is committed to the holistic development of the students through student-centric learning methods and accommodative curriculum design for applied learning. Such methods adopted nurture critical thinking and creativity among the students, with autonomy and independence to learners.

During every semester, students typically go through a couple of mandatory, dedicated, practical courses, where experiments, often open-ended, are to be carried out at the laboratories or workshops. The experiments conducted in laboratories in a small group of less than four students, and the mandatory viva as a part of internal assessment in laboratories, ensure participatory learning. These experiments could be hardware or software based, or programming in a specific language.

Further, for almost all regular theory courses, hands-on laboratory components, project-based learning, simulations, programming, or usage of a modern tool are integrated at the curricula design stage itself, thus offering a wide scope for experimental, participative, and student centric learning, while avoiding memorization and rote learning. Faculty members identify inherent interests and skills of students, and accommodate those in the teaching-learning process by adopting varied teaching methodology, from instructive to suggestive.

Mini-projects, internships, case-studies, assignments, reflection notes, and critique of a research publication, all are an integral part of assessment methods adopted at DSU. These methods enforce experimental and participatory learning, and widen students' imaginations, visualizations, and conceptualizing capacity.

Other experimental learning methods practiced facilitate the uncovering of untapped potential in individuals. These include hands-on workshops, hackathons for students, development of gaming applications, brain-storming sessions, and group discussions that enhance student learning experience.

The hands-on workshops are also held for faculty members, in order to enable them to effectively implement the experimental and participative learning techniques for students. In a few specific courses, the students are assessed by giving them technical statements for which they are asked to frame the hypothesis, and work towards a solution while digging deep into the concepts. This problem-solving technique improves their diverse solution attempting skills.

The students are encouraged to participate in workshops, hackathons, design competitions, debates, technical essay writings, and the likes, conducted by other institutions.

The students are also encouraged to use, during free time, weekends, and vacations, industry or Government sponsored state-of-the-art, dedicated centres on campus, like Atal Incubation Centre of DSU, Dayananda Sagar Entrepreneurship Research Business Incubation, ETAS (Bosch) Lab, Autodesk Centre of Competence for Virtual Design, IBM Software Lab for Emerging Technologies, NVIDIA – Boston Innovation Lab, GE Advanced Healthcare Simulation Lab, Dassault Systems Lab, makers space, and so on.

The learning experiences are tailor-made depending on the career path chosen by students.

DSU has been meticulously involved in creating new learning schemas to cope up with the swiftly changing market challenges. They often have interactive activities focusing on problem-solving, direct and developmental discussions respectively. Exercises are given for a team and individuals, and are evaluated based on parameters associated with the quality of work and team-work. The learners transact, develop products, communicate, strategize and compete. It eventually helps them abstract some valuable insights from the analysis and document systematically.

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

2.3.2

Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Creation of online learning environments for students and staff has been a norm, among the others, at DSU. It is believed that ICT-enabled tools and online resources are essential for an active and participatory teaching-learning process. The ICT tools were in use even during pre-pandemic era; which gained more momentum during peak pandemic malaise. They facilitated learning opportunities beyond classrooms, promoted interactive and collaborative learning, since they help accelerate higher order thinking skill sets.

DSU has adopted a cloud-based University Management System from GNWebSoft, with inbuilt Learning Management System (LMS) and mentoring modules, used for improvisation of teaching-learning process.

Furthermore, Moodle has been configured for use as personalized, online, learning environment. Numerous courses across disciplines have been made available, and a discussion forum has been setup. It enables both students and faculty to share learning materials, conduct quizzes, update attendance, easy access to previous year question papers and also give feedback on teaching-learning process. The calendar of events, lesson plan, lab manuals and question banks are made available on this before the commencement of semesters of every academic year.

Virtual labs are conducted wherever their usage is apt, as DSU is a nodal centre of Virtual Labs under IIT Roorkee, a MHRD initiative. Students are given an opportunity to operate virtual machines, like simulations, which offers insights and enhances confidence, before operating the real machines.

Online classes are held through Google Meet, Google Classroom, Zoom cloud meeting, and other video conferencing software. The departments also conduct guest lectures and webinars online, often in seminar halls equipped with ICT tools, on the new developments in various fields. All online classes are recorded and are made available on Google Drive, Dropbox, and the likes, on online storage spaces, for round the clock and repeated accesses.

Online tests, quizzes, and online proctored examinations are conducted and e-assignments are given through Google Classroom, Moodle, commercial Eklavya platform, Drupal, and such other platforms.

Teachers appropriately stream-up educational videos; animated illustrations, simulation tools for mathematical models, online databases, supervised discovery, mind-mapping, musical explanations, audio books, audio-visual aids, language lab, world wide web, and smart board teaching that makes it active and applied learning. Other general ICT tools being used by faculty members are desktop and

laptops, projectors, digital cameras, tablets, scanners, white boards, DVDs, and CDs.

A few departments do have their own YouTube channels, providing greater flexibility in teaching and opportunity to learn at the desired pace of an individual. Teachers upload reference videos, lectures, and even replays of what happened in class so that the information can be thoroughly studied for better mental retention.

The integration of these ICT tools into pedagogy has reinforced the intrinsic value to technical literacy and numeracy. In few instances, access to resources and special trainings have been given for mitigating the digital divide. ICT tools, thus, have created a substratum for dynamic and authentic learning environment on a sustained mode which are more efficacious and interesting for both teachers and the taught, by transformative technology driven lifestyles.

File Description	Document
Upload 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 other related issues (Data for the latest completed academic year)

Response: 19.32

2.3.3.1 Number of mentors ?????????????? ???????

Response: 353

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 91.12

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
Any additional information	View Document

2.4.2

Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response: 55.8

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
271	222	131	138	102

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3

Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 9.3

2.4.3.1 Total experience of full-time teachers

Response: 3720.08

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

2.4.4

Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 9.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	4	2	3	10

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	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 year-wise during the last five years

Response: 13.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
19.71	13.34	12.04	10.78	10.06

File Description	Document
List of Programmes and date of last semester and date of declaration of results	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: 0.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	3	4	3

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

2.5.3

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

Response:

Since the inception of University, the Examination Cell, under the Controller of Examinations, has been using fully automated software for management of semester-end examinations as well as digital evaluations - Ion EMS and Ion DVS. The indigenously developed, e-Governance Academic Management System was used in the examinations process, for continuous internal assessment records, in addition to managing students' registration of courses and maintain attendance records. Further, the GNUMS ERP system, is being configured for the University at a cost of Rs. 50 lakh per annum that has an examinations management module. The system is amenable for need based modifications.

The Digital Valuation System is implemented in the University and successfully does the following functions:

- scanning of answer booklets,
- generation of Unique id,
- assigning answer scripts for valuation,
- conduction of first / second / third blind valuation as per the regulations of the program,
- direct upload of marks to the EMS, and
- re-evaluation, if the student applies for the same.

The Examinations Management System is in place for all activities of the examination cell, starting from students' registration to issuing of Degree Certificates. EMS is enabler of the following functions:

- students' enrolment,
- students' course registration,
- CIA marks uploading form E-governance portal,
- attendance uploading from e-governance portal,
- CIA acknowledgement,
- Hall Ticket generation,
- seating allotment and Form B generation for the examinations,
- automated SEE marks upload for the Digital Valuation System,
- practical examination viva marks entry,
- results computation,
- revaluation marks entry and results computation after results of revaluations,
- grade sheet / transcript / marks card generation,
- students' promotion and vertical mobility to the next semester/year, and
- Degree Certificate issuing.

The following impacts have been manifested with the implementation of IT integration:

- complete details of students are available any time,
- reduction in the human intervention induced errors, resulting in announcement of precise results, within the stipulated time,
- automated moderation,
- complete double valuation made easy,
- reduction in the workload of the examination cell employees,
- third Evaluation – if the difference in evaluation between first and second is more than 15 marks, then automatically the script will be sent for a third evaluation,
- easy to issue soft-copies of answer scripts, in case students apply for photocopy or revaluation,
- photocopy of answer booklets delivered through email to the students,
- dummy numbering / unique id for ensuring confidentiality has been made easy by DVS,
- grade / marks card and transcripts, with embedded security features, and
- automated revaluation process, helps in giving the revaluation results at the earliest.

Furthermore, during the post pandemic era, DSU has adopted:

- open-source scripts, like Moodle, Drupal, Google forms, Google Meet etc., for the conduction of web-based quiz / test, for continuous internal assessment; and
- Eklavya, a commercial online assessment platform, for the conduction of AI facial recognition-based, automatically proctored, semester end examinations.

Thus, DSU espouses a well formulated, systematic and an impeccable IT integrated examination system. It eliminates logistical issues / malpractices, through need-based reforms, not affected by the pandemic. Speed and error-free operations are characteristic features of the IT integrated examinations system.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document
Link for additional information	View Document

2.5.4

Status of automation of Examination division along with approved Examination Manual

Response: 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
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

In view of accountability and continuous improvement, DSU has adopted Outcome Based Education framework for programs with predefined outcomes, wherever the Regulations of concerned Statutory Bodies are accommodative. DSU has also adopted Outcome Based Assessment system that facilitates integration of intended outcomes into assessment process - both continuous and semester end assessments.

For each program, Program Educational Objective (PEOs) have been developed as assessable, realistic, and broad statements describing career and professional accomplishments that the program in question is preparing the graduates to achieve, consistent with Vision and Mission of DSU. The PEOs have been developed following regulations of relevant Statutory Bodies, in consultation with all stakeholders - Management, Governing Board Members, faculty members, students, alumni, employers, professional bodies, and industry representatives.

For graduates of each degree program, DSU has defined a set of expected Graduate Attributes (GAs), ensuring that they are individually assessable outcomes indicative of graduates' potential. The Regulations of concerned Statutory Bodies have been heeded to, while stating GAs. For example, the GAs suggested by NBA have been considered while defining the same for UG and PG degrees in Engineering, PG degree in Management, MCA degree, and UG degree in Pharmacy.

For every program offered by DSU, Program Outcomes (POs) have been defined as the narrower statements describing what students are expected to know, and be able to do or demonstrate upon graduation. It is ensured that they relate to measurable skills, knowledge, attitude and behaviour that students acquire through the program. For each program, Program Specific Outcomes (PSOs) have also been defined so that they describe what students are expected to know, and be able to do in a specialized area of discipline, upon graduation, beyond POs.

Course Outcomes (COs) have been defined for each of the courses as the narrower statements describing what students are expected to know, and be able to do upon completion of a course. It is ensured that they relate to realistic, measurable skills, knowledge and behaviour that students acquire through a course, and belong to levels 2, 3, and 4 in Bloom's taxonomy which is reasonable.

These Outcomes have been made integral parts of assessment by:

- 1.direct methods: direct examination or observation of students' knowledge or skills against measurable performance indicators such as exams, assignments, tutorials, labs, presentations;
- 2.indirect methods: based on ascertaining opinion or self-report - rubrics, surveys, etc. Rubrics are used for assessing outcomes that are complex or not easily quantifiable, e.g., assessment of written reports, oral communication, or critical thinking;
- 3.strong and multiple correlations between COs and POs.

At DSU the assessment is considered to be more than just a letter grade. Assessment is considered to be a system to provide data and indicators to improve teaching-learning process; help students to become more effective; and more importantly to drive student learning and guide them to attain the desired outcomes.

Outcomes are publicized in the institutional website, displayed as posters at strategic locations, and inclusive documents, like handbooks, curricula, course handouts, instruction materials, laboratory manuals, and course files.

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

2.6.2

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

Response:

Honouring the commitment of Nation to the international collaborations, DSU has adopted Outcome Based Assessment (OBA) approach, wherein evidence of evaluation of attainment of predefined outcomes is a basic requirement, enabling the University to be accountable and continuously improve.

Evaluation of attainments of COs, POs, PSOs, and PEOs:

DSU has a system, at three different levels, for the evaluation of the attainments of:

1. Course Outcomes (COs) for every Course, at the level of Course Coordinators, who monitor and review the activities related to attainment of COs;
2. Program Educational Objectives (PEOs), Program Outcomes (POs), and Program Specific Outcomes (PSOs), at the levels of Program Coordinators (PC) and Departmental Advisory Board (DAB). The PC, for each program, conducts and interprets various surveys that are essential to evaluate attainment of POs, PSOs, and PEOs. The DAB monitors the attainment of POs, PSOs, and PEOs, evaluates effectiveness of program and proposes necessary changes for continuous improvement; and
3. Vision and Mission of the University, at the institutional level, for the attainment of PEOs, POs, and PSOs.

Thus, DSU strives towards continuous improvement by closing the loops, at the above mentioned three levels, and the documented process for the evaluation of attainment of Outcomes results in periodic reviews and revisions of COs, POs, PSOs, and PEOs, ensuring quality assurance.

Methods of measuring the level of attainment of COs, POs, PSOs, and PEOs:

The evaluation of attainments of COs, POs, PSOs, and PEOs are accomplished by a combination of:

1. direct methods: direct examination or observation of students' knowledge or skills against measurable performance indicators - exams, assignments, tutorials, labs, presentations; and
2. indirect methods: based on ascertaining opinion or self-report - rubrics, surveys, etc. Rubrics are used to measure outcomes that are complex or not easily quantifiable for which there are no clear right / wrong answers, e.g., assessment of written reports, oral communication, or critical thinking.

The evaluation of attainment of COs is done through course-end survey, and:

1. oral presentations, viva, written reports, written quiz, fixed hour tests and examinations, covering first three levels of Bloom's taxonomy- remembering, understanding, and applying; and
2. course projects, mini projects, minor projects, and capstone project, covering next higher three levels of Bloom's taxonomy- analysing, evaluating, and creating.

The evaluation of attainments of POs, PSOs, and PEOs are carried out based on drop-out survey, exit survey, alumni survey, employer survey, faculty survey, student formulated problem statements and research proposals. Further, an analysis is carried out on the indicators of attainments of Outcomes like campus placements, success in competitive exams, admission to graduate schools in INIs and reputed universities abroad, and a meta-analysis of starting, average and highest salaries associated with placement positions, with respect to the national benchmarks.

File Description	Document
Upload any additional information	View Document

2.6.3

Pass Percentage of students(Data for the latest completed academic year)

Response: 97.22

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

Response: 1540

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 1584

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document
Link fo any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.45

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Research Facilities:

DSU is committed to provide state-of-the-art infrastructure and facilities for research, and upgrade the same regularly. In order to provide global-standards exposure to the faculty members, research scholars, and students, the following research centres / facilities have been established at DSU: ETAS (Bosch) Lab, NVIDIA – Boston Innovation Lab, GE Advanced Healthcare Simulation Lab, Dassault Systems Lab, and Dayananda Sagar Entrepreneurship Research Business Incubation (DERBI).

The facilities in these centres, in addition to various research facilities available in the departments, are upgraded as and when need arises. The library keeps following digital resources up to date, with renewed subscriptions: IEEE IEL, ASME Digital Collection, National Digital Library of India, DELNET, EBSCO, E-Shodhsindhu, INFLIBNET, and e-books repository.

Policy for promotion of research and its implementation:

DSU promotes research culture by adopting the following, widely publicized, policies:

- constitution of a committee to promote inter / multi / trans disciplinary / collaborative research;
- provision of research seed grant, with a ceiling of Rs. 5 lakhs per proposal;
- encouragement of taking up externally funded research projects;
- support for travel for conferences and organizing conferences;
- safeguard the intellectual properties created;
- creation of exclusive university level position, Research Professor and Professor of Practice, with mandate to prioritize multi and inter disciplinary research;
- offering of vibrant PhD programs across wide disciplines, as well as interdisciplinary research;
- due weightage for research activities carried out, during annual faculty appraisals;
- either registered for PhD or having a PhD degree is one among the criteria for fresh / selection recruitment for entry level assistant professor position;
- encouragement for non-PhD faculty members and appointed JRF / SRF, to pursue PhD; and
- support in creating high-end research facilities.

The Seed Money Grant Scheme has been designed to stimulate competitive research in strategic areas of national and global relevance and interdisciplinary areas. The internal calls inviting proposals are made every year, scrutinized, sanctioned, and periodically reviewed for progress. The scheme also facilitates initial research to test novel ideas, which may culminate in developing in to research proposals worth to be considered by external funding agencies later.

The policy of safeguarding the intellectual properties of research findings with potential business value has been implemented via DSU-KSCST Intellectual Property Cell, established in collaboration with KSCST, which enables and assists faculty members, research scholars, and students for filing of patents.

Currently six Research Professors / Professor of Practice have been appointed and active research is thus given impetus.

The implementation of these policies has resulted in:

- about 10 Seed Money Grant awardees, with a total sanctioned amount running to lakhs,
- about 44% faculty members with PhD,
- recognition of many active research supervisors, based on pre-specified qualifications criteria,
- around 30 PhD degree awards till date,
- over 25 patents,
- 1250 plus indexed publications, and
- 30 externally funded research projects from the funding agencies like, DST, ISRO, DRDO, SERB, DBT, VGST-KFIST, and so on, to the tune of more than Rs. 4.6 crores.

which may be considered to be achievements considering that DSU is relatively a young university.

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, INR in Lakhs)

Response: 6.58

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).

2021-22	2020-21	2019-20	2018-19	2017-18
14.6	4.87	6.77	1.91	4.77

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	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

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

Response: 10.47

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
58	35	33	22	10

File Description	Document
Institutional data in prescribed format	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 and other research fellows enrolled in the institution during the last five years.

Response: 78

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	10	27	14	10

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5

Institution has the following facilities to support research

- 1. Central Instrumentation Centre**
- 2. Animal House/Green House**
- 3. Museum**
- 4. Media laboratory/Studios**
- 5. Business Lab**
- 6. Research/Statistical Databases**
- 7. Mootcourt**
- 8. Theatre**
- 9. Art Gallery**
- 10. Any other facility to support research**

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6

Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 53.33

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 8

File Description	Document
Institutional data in prescribed format	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

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

Response: 356.15

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).

2021-22	2020-21	2019-20	2018-19	2017-18
356.15	0	0	0	0

File Description	Document
Institutional data in prescribed format	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 agencies during the last five years (INR in Lakhs).

Response: 461.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
54.393	34.622	52.8872	104.9621	214.44488

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

<p>3.2.3</p> <p>Number of research projects per teacher funded by government and non-government agencies during the last five years</p> <p>Response: 0.55</p>	
<p>3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.</p> <p>Response: 33</p>	
<p>3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..</p> <p>Response: 302</p>	
File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem

<p>3.3.1</p> <p>Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.</p> <p>Response:</p> <p>DSU has the pursuit to accomplish its vision to become a pioneer in innovation and entrepreneurship. It has established two incubation centres: Atal Incubation Centre-DSU Innovation Foundation (AIC-DSU),</p>
--

and DERBI Foundation. DSU has also established many world-class centres and innovation laboratories, sponsored either partially or fully by renowned MNCs, that include - Autodesk, Nvidia - Boston, Bosch Rexroth, GE, IBM, Bosch Etas, VMware, Dassault Systems, and Analog Devices. Currently, a campus of DSU, a startup village, has been named aptly - “Innovation Campus”.

AIC-DSU Innovation Foundation was established, with a financial support of Rs. 10 crores from Atal Innovation Mission, NITI Aayog, GoI, for promoting innovation through startup hubs. It collaborates closely with industries, has prominent startup mentors, angel investors, and venture capital funds. An incubatee at AIC-DSU has access to:

- Startups at various stages to learn from peers,
- knowledge pool of scholars from all faculties, especially from niche institutions,
- state-of-the-art laboratories for experimentation and prototyping,
- IPR professionals to advice for filing of patents,
- network of eminent mentors, to handhold and lead the startup to funding, and
- frequent pitching events, in order to cater to all requirements of a startup.

Thus, the incubatees derive a real-world support, services as well as resources, that fosters the business theories, while avoiding the pitfalls facilitating acceleration of the growth. AIC-DSU conducts training programs in the laboratories for incubatees, in association with top notch industry partners, like -

- Design & Innovation Centre: in collaboration with Autodesk;
- Centre of Competence for Automation Technologies (Industrial Automation): in collaboration with Rexroth Bosch;
- High-Performance Computing, Machine Learning: in collaboration with NVIDIA & Boston;
- Design & Innovation Centre: in collaboration with IoT and Computer Vision;
- Cloud Computing and Virtualization, Data Centre Virtualization: in collaboration with VMware, AWS, and Google;
- Big Data and Analytics: in collaboration with IBM; and
- Automotive Embedded Systems: in collaboration with ETAS Bosch.

The combined resources within these sophisticated technological facilities can lay a platform for germination of 300 start-ups, with focus on three verticals: mobility, water treatment, and bio-medical.

Dayananda Sagar Entrepreneurship Research & Business Incubator (DERBI) Foundation, established with the support from DST, GoI, is a technology business incubator. DERBI is open for all applicants, has received more than 1,000 applications so far and has successfully incubated the following startups: Stacking Blocks Pvt Ltd, SkaaS, Playknow, Befit, Ambee Technologies Pvt Ltd, Kmunotag Technologies Pvt Ltd, Module Innovations, Vidcare Innovations Pvt Ltd, Cutting Edge Medical Devices Pvt Ltd, Soujhe Technologies Pvt Ltd, Heart Health Technologies, zBliss Technologies, IP Jugaad, Carbon Hub, EdubioSkills, Mavoix Solutions, MommyPower, and Ameliorate Biotech Pvt Ltd.

DSU is among the very few institutions offering BTech program in Computer Science and Technology, with unique structures of innovation and intrapreneurship, and technology entrepreneurship, nurturing innovation and aiding the establishment of an entrepreneurial ecosystem. The students, mentored by AIC-DSU, have made significant progress with the following startups: Growmmerce & Wpify, Rentashoot, Speckless, FCON, Talent Tango, and Unpirate. Both faculty and student body derive much needed practical entrepreneurship knowledge and this provides cascading benefits.

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

3.3.2

Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 104

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	17	5	8	4

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.3.3

Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 29

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	12	3	5	3

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document
Any additional information	View Document

3.4.2

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

- 1. Commendation and monetary incentive at a University function**
- 2. Commendation and medal at a University function**
- 3. Certificate of honor**
- 4. Announcement in the Newsletter / website**

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3

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

Response: 26

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	18	2	3	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4

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

Response: 2.06

3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 37

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

Response: 18

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5

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

Response: 4.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
530	254	183	150	138

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.6

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

Response: 1.57

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 last five years

2021-22	2020-21	2019-20	2018-19	2017-18
202	104	66	54	47

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7

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. Any other Government Initiatives
6. For Institutional LMS

Response: B. Any 4 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document
Any additional information	View Document

3.4.8

Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 4.97

3.4.9

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 25.5

3.5 Consultancy

3.5.1

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

Response:

DSU aims and endeavours to vitalize its faculty fraternity to undertake consultancy projects, widen and consolidate the university research profile, steps to foster including revenue generation. The policy provides faculty members for continuing professional education opportunity, through working on real time and in-situ technical problems referred by and with the industry. This contributes to additional institutional revenue generation, with a transparent sharing of revenue policy with internal consultants.

A specifically formed committee, comprising of Departmental Chairperson, Dean, and internal subject experts, checks the credibility and legality of the consultancy work prior to providing the approval. The

committee is also responsible for sorting out any discrepancies that arises between the parties during the implementation of the consultancy work. Periodically, the committee also monitors the milestones associated with the deliverables and phase wise allocation of funds. Non-disclosure agreements / intellectual property rights, which are part of consultancy work outcome, are integral parts resting with the committee.

Any faculty or staff member engaging in consulting activities shall protect the name, brand, and indemnify the University legally against any liabilities directly or indirectly, that may arise during and post-consulting engagement. Consulting work shall be entered into only in areas that enhances the prestige and brand of the University. The consulting is through a tripartite agreement amongst the client, the faculty and the University. All financial payments for consulting engagements shall be routed through the University. A detailed budget for each consulting engagement showing the costing estimates including equipment costs, consulting fees, manpower costs other than those of the consultants, travel and incidental expenses, consumables, University overheads, etc. shall be submitted and approved before commencing consulting engagement. All consulting engagements shall be entered into with a University overheads component of at least 20% of the overall project budget, and a specific prior approval has to be obtained from the Vice Chancellor, in the event it is less than 20%.

A percentage of the consulting fee received for an engagement, as specified from time to time by the Board of Governors, shall be the share of the consultant(s). Currently, the percentage is 70%, if University infrastructure and equipment are not utilized for the consulting engagement and it is 60% if they are utilized. In the case of multiple consultants, the sharing of consulting fees and overhead amounts will be as per the consensus reached by all the consultants prior to engagement.

Hence, the University makes available the academic knowledge and expertise of faculty / staff, individually or collectively, to the external organizations, including government, public sector bodies, community groups and businesses. Thus DSU, through disciplined tradition of teaching, research and industrial consultancy and commitment to proliferation of knowledge, aims to contribute to self-reliant and technologically enabled India. The transparent consultancy policy adopted, with revenue sharing, results in cementing the relation between the DSU and external organizations, which would facilitate in surging of growing research opportunities, student placements, and eventually symbiotically benefit DSU for its mission of fructifying and accomplish knowledge exchange for the country's technological growth.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2

Revenue generated from consultancy and corporate training during the last five years (INR in

Lakhs).

Response: 113.51

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
66.8648	21.2621	11.9001	4.504	8.9775

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	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 social outreach programs, with an intent of holistic student-development and help integrated learning, are prioritized as a mandate of DSU. Structured orientation program for the freshers' entering, during the first week, is conducted to sensitize on the social issues. The program initiates students to involve in the extension activities besides their enrolment to the NSS Unit of the University. The Director of Sports and NSS, along with a Deputy Director Student Affairs, plans, leads and administers, deriving full support and cooperation from all the departmental coordinators.

The students and faculty members do engage in community services like kindling digital awareness and promoting voter awareness in rural areas, campaigning environment protection and awareness camps, planting of tree saplings, organising blood donation and health check-up camps, and social activities by working in close association with NGOs. Since DSU has wherewithal and running a full-fledged rurally located hospital, such social and community services run on symbiotic manner and are well received.

DSU has the distinction of participating in community programs and social service programs organised by Union as well as State governments respectively. The proactive participation of students in Unnat Bharath Abhiyan, Swachh Bharat Abhiyan, activities that create awareness about healthy life-style through Fit India movement, is a testimony to zealotness and spirit of students to contribute to community welfare and social responsibility.

Students of Nursing Sciences participate as well as conduct community activities through SNA (Students Nurses Association), NSS, and YRC. Active participation is ensured for community development and awareness creation programs like, immunization programs, Pulse Polio, health and hygiene, AIDS, community extension services. DSU also associates with CMC, Vellore and Dharwad Institute of Mental health and Neuro Science in such community services.

As a part of village extension activity, School of Commerce and Management Studies has adopted Harohalli village. Numerous initiatives by the students in and around the village have taken place, like, cleaning drive, awareness program about health-care, and so on.

School of Basic and Applied Sciences set up a health camp in Shanboganahalli, in association with Lions Club - Yelachenahalli Chapter and Red Cross. Regular camps are organised at the government high school, Shanubhoganahalli. Students engage in cleaning the school premises, classrooms, garden, water tank and toilets. Street plays admonishing women-empowerment, girl-child education, dowry systems etc. are organized. Free clothes and books are distributed to the underprivileged after they are received by voluntary donation from students and faculty members. Fundraising activities to contribute to victims of natural calamities such as floods and relief work, provision of emergency supplies like food, clean water, medicine, and hygiene products are enthusiastically organised and carried out by students and faculty members. The management also extends timely and profuse help and promotes such socially essential services.

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

3.6.2

Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	0	1	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.6.3

Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 85

3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
31	17	18	15	4

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.6.4

Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 37.82

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
2489	1403	2447	2124	425

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration

3.7.1

Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 33.6

3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
69	34	26	26	13

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

3.7.2

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

Response: 51

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	10	7	6	7

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	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:

The infrastructural facilities for teaching-learning at DSU include, an instructional area of 16553.85 sq.mtr, admin area of 5468.12 sq.mtr, and amenities area of 3250.96 sq. mtr. The instructional area consists of a floor area of 3440 sq.mtr for class rooms, and a floor area of 9830 sq.mtr for laboratories. The floor areas allocated for the classrooms and laboratories are either equal to or more than the minimum specified requirements by the statutory bodies.

The University has sufficient number of furnished class rooms, of varying capacities to accommodate 60 and 80 individuals, totalling to 140. Over 85% are smart classrooms, equipped with projectors / LCDs, screens, CCTVs, and other teaching aids. All class rooms have Wi-Fi facility, with 1 Gbps speed. Adequate quality-furniture, designed considering the ergonomic factors, are available in the class rooms.

Advanced infrastructural facilities with modern teaching and learning tools are offered by the university. The ICT facilities include over 750 desktops, 77 projectors, 41 printers, 20 laptops, and 7 servers. A student to computer ratio of 3:1 is maintained in the laboratories. Across the University, for all programs, the student-computer ratio on an average is 9:1. All the computers are on a LAN, for remote access. DSU has a 1 Gbps leased line over fibre connectivity, with redundancy, and with zero fault tolerance. E-LAB facilities in libraries are equipped with tablets and discussion rooms. Other augmented facilities for teaching-learning process provided are digital cameras, tablets, scanners, educational videos on DVDs and CDs, audio books, animated illustrations, simulation tools for mathematical models, audio-visual aids, and language lab.

Industries sponsored laboratories, like Autodesk, Bosch Rexroth, ETAS, GE, Analog Electronics, Texas, Nvidia, - Boston, VMware, Dassault, Analog Devices, and IBM, provide state-of-the-art software, simulation tools, and high-performance computing facilities.

Start-up companies incubated by Atal Innovation Centre and DERBI on campus, provide internships and real-time project experiences to students, virtualization tools, and state-of-the-art laboratories for experimentation and prototyping.

Students are exposed to virtual learning environment, for improvisation of teaching-learning process, via Moodle Learning Management System (LMS), as well as customized LMS module of commercial ERP, GNUMS. Virtual labs are available in a few departments, where students may operate virtual machines, like simulations, offering insights and an effective practice before operating the real machines.

The central diagnostics of medical school is spread over 10000 sq feet with centralized AC, fully automated and is easily accessible. 24 hours functional laboratory services are provided in the fields of haematology, clinical chemistry, clinical pathology, microbiology, cytology and histopathology. State of

the art equipment are available– on par with cutting edge technology, capable of delivering high quality results with an excellent throughput.

The designated campus, being a green-field project, has requisite number of lecture theatres, demonstration rooms, seminar halls and the likes. All assets in the designated campus have been under the coverage of insurance. Since, the University has programs offered which are under the purview of SRAs like, AICTE, BCI, INC, NMC, and PCI, all the relevant requirements are met along with those of UGC.

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

4.1.2

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

Response:

DSU has following facilities for cultural activities and sports: a basketball court in Campus 1, and a half court in Campus 3, football field in Campus 1, cricket ground in Campus 1, a volleyball court in Campus 1, tennis court in Campus 1, throw ball court in Campus 1, table tennis rooms, three 60-seater galleries, a modern Gymnasium; foot balls, basket balls, throw balls, cricket bats and balls, carrom boards, chess boards, tennis and table tennis rackets and bats, in adequate numbers, with other sport gears are available for both students, teachers and staff members.

DSU students are encouraged and supported well to participate in All India inter University events, like, Shuttle Badminton, Netball, Cross country Race, Yoga Competitions, and Athletics. They also participate in various intercollegiate Tournaments / Competitions. DSU offers fitness training for such teams selected. The students’ clubs of Table tennis, and Yoga, with faculty as well as student coordinators are established. The Director of Physical Education oversees all concerned activities. Both students and employees take part in the annual sports events held on the campus.

DSU also has four students’ clubs for cultural activities:

Abhinaya club: helps young buds to showcase their talents. DSU provides them the platform to bring out their expressions, feelings in the form of dance and drama.

The Fine Arts Club: is an amalgamation of art such as painting, sketching, cooking etc.

Literary Club: promoting literary activities like essay, poetry and story writing.

Music Club: encourages students to practice Carnatic, Hindustani, Folk, Ghazal, arts.

Various cultural events are generally hosted in the galleries of DSU or in the open-air space provided in the 4th floor. Cultural events such as Kalakruthi, face painting competition, canvas painting workshops, intra college debate competition “War of Words” and many more are been conducted on a periodic basis.

Many teachers who have expertise in dance, drama, music and other fine arts enthusiastically are engaged in cultural activities and teach, lead and build respective student troupes and teams that take part in inter-collegiate and inter-state level competitions.

Performing arts is given a great prominence at DSU. Students are encouraged to involve and pursue their interests in arts, cultural and literary activities. Students are also encouraged to participate in various indoor and outdoor sports activities throughout the year. All facilities that can help and facilitate students to pursue their extra-curricular interests are provided on the campus and the team of Deputy Director – Student Affairs encourages and motivates students to showcase their talent at various events.

File Description	Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3

Availability of general campus facilities and overall ambience

Response:

Aesthetics blended with sound architecture make the physical infrastructure appealing at DSU, and is associated with adequate space and functionality. DSU has buildings and sprawling grounds, innovation galvanizing research labs, cross ventilation facilitated and ICT enabled class rooms, equipped library, centrally air-conditioned office spaces, sports complex with facilities, spacious parking lots, exhilarating gardens, and cafeterias. The campus provides a piquant ambience for harmonious teaching-learning process, and propitious research.

The notable campus facilities are highlighted in what follows, and is not limited to those mentioned as there are additions on a regular basis to ensure convenience of all involved and maintain competitive learning ambience to match the global standards. A considerable amount of spare, open land and space is available for extension and expansion purposes.

The centrally air-conditioned Administrative Block (A-Block) has the offices of the Vice Chancellor, Pro Vice Chancellor, Registrar, Dean (Research), Director Operations, IQAC, Admissions, offices of CMO and CFO, Conference Room, two incubation centres, industry sponsored laboratories, cafeteria, and so on.

The B-Block has the offices of Controller of Examinations, Deans, staff rooms, class rooms, laboratories, and common rooms for discussions.

For co and extra-curricular activities, and sports activities, galleries, auditoria, open-air theatre, and quadrangles have been made available. Stationery shops and reprographic facilities are located at strategic points.

The buildings are built following fire safety and other norms, provided with modern elevators, divyangjan friendly wash rooms, and spacious parking. Multiple water dispensers are provided at every floor. Diesel generators, sewage treatment plants, and waste management system with requisite capacity have been installed.

The campus has CCTV security cameras installed at strategic points, and 24-hour security is available.

The campus is provided with swift transport facility with proper connectivity to all important locations. The campus has pedestrian friendly pathways, gardens and a trained housekeeping team of personnel who maintain a hygienic and serene ambience.

The designated campus at Harohalli has operational programs by schools of medicine and health sciences, in addition to the hospital attached to the medical college. The campus has world-class infrastructure, hostel, and staff-quarters. Exclusive hostels have been provided for students and quarters for residents with spacious, comfortable, well-furnished rooms with modern amenities with access to multi-cuisine food. Round the clock security guards- males and females, as well as CCTV cameras are placed for continuous monitoring and vigilance for the safety. To add to the experience of campus life, students are provided with facilities to pursue sports, cultural and extracurricular activities in a safe and secure environment.

DSU benefits from a rich cultural heritage of fortifying the lives of numerous students during the years of graduate-life spent in the campus. As the campus houses students and faculty across multiple disciplines and schools, it provides an opportunity for students to network for integrating their learning experiences and explore wider scopes for conducting research across inter-disciplinary and multi-disciplinary areas. The University provides an invigorating atmosphere to all its stakeholders, with an innate inspiration to enjoy the experience of learning.

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

4.1.4

Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 30.96

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
569.88	1174.84	1469.89	340.23	654.87

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The DSU library is equipped with Libsys7 software (Library Management System), the most widely used ILMS in libraries of reputed institutions in India and abroad, and D-Space repository software. Additionally, the Web OPAC (Online Public Access Catalogue) is provided for users, through which the users may find the availability of all library resources, and download e-resources like, PDF's of e-books. The flap barrier access control gate system for all users has been installed the entry in the library. The library users should swipe the ID card for entry as well as exit and this system digitally stores the usage data.

Libsys7, a web centric software, handles all the housekeeping operations of the DSU library efficiently in all the sections like, acquisition, cataloguing, technical, reference and circulation for the issues / returns, and serial control. This library management software is a multi-user and user-friendly software, that simplifies the duties of the librarian, facilitates efficient data management, enhances the engagement of members and utility rate of the resources, and automates the reporting, thus saving time and efforts.

The Web OPAC search, through networking of the computers within the institution, helps the user to browse the availability and status of the documents from any of the terminals within the campus as well as giving remote access.

E-products and CD-ROMs used support the digitization facilities of the DSU digital library and helps library users with multimedia effects for learning process. Patrons, like research scholars, may download the data from digital resources available and directly take it to other software platforms for further analysis.

The D-space, a turnkey repository software application is made available in handling of institutional repositories. This software takes care of repositories like, digitized previous-year question papers, e-learning videos of classroom lectures, subject-specialized videos like NPTEL, project reports and dissertations submitted by the graduating students and research scholars.

Automation has saved the precious time of library users and digitization has saved the space of library premises, and has helped for the quick retrieval of information. DSU has been able to provide patrons round the clock and non-location specific access to the database of the libraries on their personalized electronic gadgets.

Library caters to special requests to provide rare and historical documents on need-basis. Library also has reprographic services to the benefit of students and faculty members.

Besides library as a central facility, departmental libraries also help in information dissemination. The medical college has also an exclusive and elaborate collection of medical information resource catering to all the library needs of students and faculty members. Students could stay comfort, read and practice in a serene and quiet ambience of libraries of DSU.

Thus, DSU library, equipped with ILMS, is able to give; the right information at the right time to the right person; a delightful experience to the patrons of library every time they interact with the system; as well as appreciable staff satisfaction.

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

4.2.2

Institution has access to the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3

Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 76.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
107.73	37.73	170.22	30.61	35.14

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 25.08

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

Response: 1811

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1

Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 82.39

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 117

File Description	Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.3.2

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

Response:

DSU has an IT Policy establishing the campus-wide strategies and responsibilities, for ensuring round the clock availability and management of IT assets, and the privacy and confidentiality of users.

DSU has a qualified and specialized IT team, comprising over 12 members, for immediate engagement with IT related assignments. The mandatory procedure involves replacement / upgradation / addition of IT infrastructure, based on the suggestions / indents received from the Deans of Schools, Departmental Chairpersons, and the mandate from the management, at the start of every academic year. The computers of all the departments have requisite software installed / upgraded in them and the hardware is also maintained from time to time.

DSU has 1 Gbps leased line 1:1 internet over fibre connectivity, with redundancy. Airtel Internet Service Provider (ISP) provides the connectivity with zero fault tolerance.

The other key, IT related, facilities and procedures include:

- all the computers within the campus are put on a LAN,
- the campus has Wi-Fi facility with a speed of 1 Gbps,
- specialized in-house team for maintaining computers, internet, Wi-Fi networking, and installation of software, and maintenance and upgradation of hardware,
- regular maintenance and upgradation from time to time,
- annual maintenance is made mandatory at the beginning of the academic year for the deployed software applications, UPS, and generators, and
- Deans of Schools will conduct quarterly review meetings, for taking stock of maintenance of computers, peripherals such as printers, switches Wi-Fi, and projectors.

DSU aims to have a paperless functioning of day-to-day affairs, to the possible extent, and in this regard, almost all official work is being carried out online: from admissions onwards, daily attendance, office work, correspondence, and so on.

The IT team takes appropriate measures, installs firewalls, access controls, antivirus and anti-spam

software, and content filtering software at the gateways in order to provide a safe and secure internet access.

In a nutshell, every financial year, a budgetary allocation is prepared by the IT manager based on the forecast and indented requirements, scrutinized by the office of Chief Financial Officer, and is implemented based on the approval by the Board of Governors, based on the recommendation of the Board of Management.

DSU seeks IT solution for processes and issues, wherever applicable and possible. Digitization and automation through IT solutions gets highest priority.

Further, the IT policy is regularly reviewed and necessary changes are made to adopt the access to IT infrastructure up to date and relevant, in view of pandemic enforced changes in the way universities work. DSU has been able to ensure a hassle-free online functioning of all academic matters, like conduction of online classes, seminars, continuous and semester end assessments, during these trying times by the upgraded IT infrastructure.

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

4.3.3

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

Response: 8.73

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.4

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

Response: A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5

Institution has the following Facilities for e-content development

- 1. Media centre**
- 2. Audio visual centre**
- 3. Lecture Capturing System(LCS)**
- 4. Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 46.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
1969.74	1411.19	1222.48	1054.60	881.25

File Description	Document
Institutional data in prescribed format	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 Director Operations, is responsible for overseeing the optimal utilization and maintenance of laboratories, teaching aids, library, sports facilities, computers, classrooms, offices, cafeterias, fleet of busses and cars, campus landscape, and so on. The Facility department, functioning under Director Operations, has Facility Manager, ICT Manager, electricians, plumbers, gardeners, and house-keeping personnel. The staff undertake entire responsibilities of electrical maintenance, plumbing work, housekeeping and security.

The sewage treatment plant, centralized air-conditioning system, generator sets, and elevators are maintained under annual maintenance contract with the suppliers, coordinated by the Facility Manager. The service of company executives hailing from suppliers is made available within 2 hours of a complaint. In case of any exigencies trained electricians of DSU would assist to fix and ensure their working condition.

The clean, cool, potable water dispensers are cleaned and maintained on daily basis. The expiry dates of fire extinguishers are checked, and replaced when necessary.

The library has well furnished, maintained and comfortable reading spaces, in-house stationery shop and aesthetically built discussion / assignment rooms providing rich studying experience and tranquillity. In-built presentation rooms equipped with smart boards, computers, printers, media accessories, Wi-Fi and projectors help conduct short term training programs. Reprographic services are also available at Library.

The daily maintenance of class rooms is taken care by the departmental administrative staff. The laboratories are well-maintained by instructors and technical assistants, under the supervision of faculty in-charge. Computer labs are regularly monitored and serviced by ICT team.

Maintenance of quality of social areas, common rooms, auditoria, seminar halls, libraries, sports facilities and cafeterias are monitored. Academic areas are ensured to have spacious classrooms with optimal lighting, acoustics and good ventilation. Multiple auditoria with varying seating capacities ranging from 60 -100 are built and maintained, where conferences, workshops, training programs, symposiums and students club activities are conducted.

Indoor and outdoor sports complex is specially created and maintained for playing games like football, cricket, tennis, table tennis, basketball, throw ball, carrom and chess. A physical director is bestowed with the responsibility of sports promotion, facility creation and maintenance. The physical director charts sports events and competitions at inter-university and intra-departmental levels. Sports complex fulfils all requirements of extracurricular activities.

The fleet of transport vehicles are maintained in the fit condition, following the rules of RTO, and a periodic maintenance schedule. Trained security guards are deployed in the campus for round the clock security, and are monitored by the Director – Operations. CCTV surveillance cameras are fitted in all classrooms, parking spaces and around the campus to ensure safety, and the video data are stored in a server where sufficient memory space is allocated and are maintained by the external vendors.

DSU follows a systemized and effective strategy to maintain the state-of-the-art academic, infrastructural, and other support facilities, and to orient the patrons towards utilization policies and procedures of the University.

File Description	Document
Upload any additional information	View Document

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 institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 38.49

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
3084	2726	2026	1257	511

File Description

Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

5.1.2

Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 56.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
4809	4063	3757	1414	487

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document
Link for additional information	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 92.36

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
58	42	43	8	1

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	47	47	9	1

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.2

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

Response: 52.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
953	705	523	341	64

File Description

Document

Upload any additional information

[View Document](#)

Self attested list of students placed

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

5.2.3

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

Response: 30.24

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 532

File Description

Document

Upload supporting data for student/alumni

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 41

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	11	11	7

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

5.3.2

Presence of Student Council and its activities for institutional development and student welfare.

Response:

The Student Council is constituted with president, joint president, governing body, and other representatives - all being students. This body participates in developing the activity calendar every academic year, organizing activities such as debates, discussions, guest lectures, study circle interactions, essay competitions, cultural fests, technical fests, and sports. It is also involved in publication of university magazines, bulletins and wall newspapers, arranging for industrial and education tours, and social service and outreach activities.

The Council contributes towards following sub-committees -

Class committee:

Which acts as the voice of students, is mandatory for each class for addressing grievances. It takes initiatives for technical and cultural events, organizing programs in association with professional societies. It comprises of students possessing versatile skill sets, sports and cultural talents. Suggestions are obtained from students which are discussed at the class committee meetings and further action is taken, helping DSU in a constructive way.

Departmental Board of Studies:

The inputs from the Council representatives are considered prior to Board of Studies meeting, during the curriculum design. Opinions related to pros and cons involved in learning process are included as parts of deliberations during the meeting, that gets reflected in the curricula and syllabi. Learners' perspectives usher a distinct approach towards the implementation of teaching learning process.

Placement Committee:

Student Council is represented in the Placement Committee of DSU helping in organizing placement drives, in coordination with Training and Placement cell, and dissemination of placement policy amongst the students. The Student Council also assists in driving home the information regarding placements related activities, companies, processes, and requirements in a timely manner.

IQAC members:

Student Council representatives are also made members of the departmental IQAC cell, thanks to this, the students understand the processes and actively contribute to update as well as fine-tune the system, and the entire processes in the departments.

The Student Council members in Nursing Sciences are active participants and are the members of Student Nurses Association (SNA), an affiliated association of student nurses. They maintain the SNA dairy, and involve in activities with focus on advocacy of nursing profession. The Council also organizes field-visits to INIs, science exhibitions, conferences, workshops, seminars, meetings, and poster competitions. Several departments of DSU have active students' clubs, which involve in professional and technical activities. The Council plays a vital role in executing the week-long bootstrap camp meant for freshers, held every academic year. Senior students guide and hand-hold the freshers, helping them to overcome the hesitancy and natural anxiety, and familiarize them with the higher education system. The Council, via various sub-committees like, housekeeping committee, mess committee, and discipline committee, assists towards the smooth functioning of hostels.

The Council also assists students to avail the insurance provided by DSU to cover the tuition fee in the event of unfortunate death of a bread-winner parent.

Thus, the Council instils a sense of ownership among the students, acts as a conduit between faculty, management, and students; leveraging active participation of students in the institution-building activities, supporting the mission of DSU.

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

5.3.3

Average number of sports and cultural events / competitions organised by the institution per year

Response: 22.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
23	26	25	20	19

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Link for additional information	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 other support services.

Response:

DSU makes all out efforts to connect-with and foster DSU alumni. This has paved way to establish well-structured Dayananda Sagar University Alumni Council, which has its chartered tasks. A working committee was formed, consisting of Director, DSU-Alumni Council and faculty alumni coordinators from all the Schools / Colleges / Departments of DSU. The executive committee, along with the working committee, builds and maintains alumni database, besides coordinating all the alumni events. The Board of Governors of DSU has endorsed the bylaws of the DSU Alumni Council.

The Vision, Mission, Values and Roadmap have been developed and defined for the DSU Alumni Council. Strategies to augment the alumni members' contributions towards DSU Alumni Council has been brainstormed. This is to be done by setting up Chairs in niche areas, donating endowment funds for research, creating awards and scholarships for economically backward meritorious students, become Gold/Silver Medals sponsors, donate books to departmental libraries, award special rewards to deserving faculty members and students, provide opportunities for students' internships, and alumni funded start-ups or innovation labs.

Further, the Alumni Council regularly holds experience sharing sessions with present students. Alumni Council has provided an opportunity for the present students to have an interaction with their alumnus, though which they are enlightened with the working nature of the industries, handling critical situation in the workplace and being decisive during uncertainties.

Alumni Council representatives are part of Board of Studies of various Departments / Colleges / Schools of DSU. It also cooperates and supports DSU brand building initiatives, and marketing and recruitment of students for various programs of the university. Alumni networking opportunities and connections are created based on professional fields or industries. Besides, collaboration with institution counselling has been initiated to identify ways to connect newer alumni of the institution with older alumni to offer them with career guidance and career providing opportunities, professional development, and such allied tasks. The Alumni Council also promotes placement opportunities through referrals by networking with their company HR professionals. Alumni Council members have been serving as guest faculty, adjunct faculty and delivering guest lectures to the present students in their areas of expertise.

DSU has a biannual DSU Alumni Newsletter to stay in touch with the alumni. Process is underway to set up a dedicated DSU Alumni Council website and a social page, to share and discuss current events, and alumni status regularly. Website design is presently under progress. DSU has plans to issue an ID card for each of its alumni and allow the use of guest house and recreational facilities at the new campus of DSU. A plan for mega alumni meets, on the second Saturday of September, every year has been scheduled. As DSU has been in existence only since 2014, plans have been made to setup alumni chapters nationally and internationally.

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

5.4.2

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

Response: E. <5 Lakhs

File Description	Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Dayananda Sagar University, in tune with most essential direction of fostering young person's knowledge necessities, life skills, citizenry with a holistic persona, helps to pursue careers including entrepreneurship enablement and leadership qualities. A thoughtful vision, mission and value system is in place that constantly reminds to follow them in letter and spirit. The university in its core has an intent to extend, support and provide young persons the higher education and training that addresses national as well as global needs.

The vision, mission and core-values of the University are as follows:

Vision:

- To be a Centre of excellence in education, research & training, innovation & entrepreneurship and to produce citizens with exceptional leadership qualities to serve national and global needs.

Mission:

- To achieve our objectives in an environment that enhances creativity, innovation and scholarly pursuits while adhering to our vision.

Values:

- Pursuit of Excellence- A commitment to strive continuously to improve ourselves and our systems with the aim of becoming the best in our field.
- Fairness- A commitment to objectivity and impartiality, to earn the trust and respect of society.
- Leadership- A commitment to lead responsively and creatively in educational and research processes.
- Integrity and Transparency- A commitment to be ethical, sincere and transparent in all activities and to treat all individuals with dignity and respect.

The University adheres purposefully to its vision and mission set for accomplishing academic excellence, law-bound, democratic functioning, and caters to progressive academic essentials of students and society at large. This is achieved through the implementation of statutory regulations in its everyday functioning as specified in the Dayananda Sagar University Act -2012 (Karnataka Act No. 20 of 2013), Statutes, Regulations, and various orders from the Department of Higher Education, Government of Karnataka, notified from time to time.

DSU engages students in impact-laden, value-based education, benchmarked against comparable high

global standards, that revolves around cutting-edge research, both within and across disciplines. University facilitates in creation of congenial, academically challenging and supportive environment that is conducive to personal growth, with time-lined dynamic infrastructural improvements that makes the campus an inviting place to be vibrant and conducive to learning and knowledge acquisition. The University provides good governance and leadership with sincerity of purpose and intellectual honesty. There is optimal utilization of all resources.

The commitment of DSU is reflected in its administrative policies of preferring PhD degree holders during the recruitment process, sparing of research seed money grant, encouragement for taking up externally funded research projects; establishment of two incubation centres – Atal Innovation Centre, and Dayananda Sagar Entrepreneurship Research & Business Incubation Centre, with world-class infrastructure are just illustrative to the support-initiative of the University.

Every department offering program of studies has its own vision and mission, in tune with those of the University, which is reflected in their administration. DSU ensures that its action plans are specifically strategic, aligned with the vision and mission statements. Following them ensures the four pillars of the university – Management, Infrastructure, Staff, and Students to be both functional and resourceful.

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

6.1.2

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

Response:

The organizational structure for overseeing academic activities and administration in DSU, is built on decentralization of powers, subject to the Statutes of the University that mandates Board of Governors, Board of Management, Finance Committee, Academic Council, and Research and Innovation Council as Authorities of the University. Similarly, the Officers of the University exist and function, like, Chancellor, Pro-Chancellor, Vice-Chancellor, Pro Vice-Chancellors, Registrar, Deputy and Assistant Registrars, Finance Officer, Controller of Examinations, Dean (Research and Innovation), Deans of Faculties, Directors, and Departmental Chairpersons.

These Authorities and Officers carry out specific functions and cater to the needs of the University towards the administration, and the progress towards further development. Additional committees have also been formed to monitor specific functions of the University, like, NSS Committee, Extension Activities and Students Welfare Committee, Website Development committee, College Annual Magazine Committee, Environment Green Audit committee, and Sports Committee.

The academic units of the University, are categorized as Schools / Colleges, with the further division in

to Departments, wherever apt, considering numerous programs offered under a wide range of disciplines. These Schools in turn are guided and supported by the Vice Chancellor in policy making, and the Registrar for implementation of policies and administration. Periodic meetings are conducted by the Pro Chancellor at the highest level, and fortnightly meetings by the Vice Chancellor, to ensure that the proceedings are in line with the stated vision, mission and values.

The admissions of students for all UG and PG programs of the University are dealt by the office of Chief Marketing Officer. The admissions of research scholars to the M.Sc (By Research) and PhD programs are dealt by the office of Dean (Research). The academic autonomy is liberally granted to the departments, where the concerned Board of Studies is entrusted with the development of curricula and syllabi for various programs, following the outcome based educational framework, while involving the stakeholders. The faculty members are granted autonomy for the pedagogy, within the predefined framework and subject to accountability. The development of assessment methods is carried out by the Schools, in consultation with the Controller of Examinations. The continuous internal assessment is carried out by the departments, while the semester-end assessment is carried out by the office of Controller of Examinations. The recruitment of faculty members as well as staff is looked after by a separate Human Resources Division. The day-to-day affairs for all staff members, like monitoring of attendance, leaves, and salary disbursement is again taken care by the same division. The academic administration of PhD scholars, from admission to graduation is looked after by the office of Dean - Research. Students, being the primary stakeholders, participate in managing the activities of various student clubs, which is overseen by the departments.

This decentralized power structure ensures the active participation of all concerned. While working as a part of various committees / cells, faculty members as well as non-teaching and administrative staff members participate in the execution of different academic, administrative, extension related, co- and extracurricular activities.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

The practice on assessment at DSU is aimed to assist both student and teacher, and the entire University scientifically, continuously improve teaching-learning process, and overall development of students. DSU has implemented a strategic plan to focus on regular formative assessment of student learning outcomes, rather than the prevalent summative assessment that encourages rote learning. This strategy is in tune with implementation of NEP 2020 across the country. In sync with the institutional strategic plan,

the departments also do have strategic plans, specific to them.

DSU has introduced a system of assessment with 60 % weightage to the continuous internal assessment, and 40 % weightage for the student performance in semester-end examinations. This addresses the issues and problems associated with high-stakes examinations. This scheme is more regular, formative and individualized, oriented more towards competency-based; and encourages learning, development, and real-continuous as well as comprehensive improvement of students. Furthermore, this transformation from summative to formative assessment has been implemented gradually, with the ratio of in-semester to end-semester assessment gradually changing from 40:60, to 50:50, and then to 60:40.

Further, in order to realistically test higher-order skills, such as application, analysis, evaluation, creation, critical thinking, and conceptual clarity, DSU strategized and implemented the following measures, highlighted in what follows.

Deployment of inbuilt hands-on experience in regular courses:

The most common practice followed in almost all curricula in the country is to have a few theory courses and a couple of separate laboratories in a typical semester. Often, the experiments carried out in these laboratories have minimal connection with the theory courses. Hence, with an objective of experiential learning and striking a fine balance between the theory and practice, the hands-on / laboratory components are integrated into the regular courses themselves. These hands-on components could be hardware or software-based experiments, modelling and simulation, programming, or usage of a modern tool. The hands-on components are assessed entirely during in-semester assessments, and the theory components are assessed during semester-end examination. Hence, DSU has implemented a hybrid or blend of formative and summative assessments for all the courses in a given semester.

Deployment of a 2-credit course – Special Topic, during pre-final years:

A 2-credit course, referred to as Special Topic, has been introduced during pre-final year semesters, with a predefined, flexible, framework allowing options like, project-based learning, mini projects, critique of a research paper, research problem formulation, case studies, reflection notes, simulations, software / app programming / development, usage of a modern tool / software, and so on. These methods induce experimental and participatory learning, and facilitate creativity, visualizations, and conceptualizing capacity. The Special Topics are bestowed with tangible outputs. The assessment of Special Topics is finalized as an in-semester examination, thus laying importance to acquisition of formative knowledge.

Hence, DSU has strategized, deployed and inched towards a criterion-based grading system that assesses student performance based on the learning outcomes of each course, making the system fairer and outcomes more comparable.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2

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

Response:

The statutory Authorities of the University - Board of Governors (BOG), Board of Management (BOM), Academic Council (AC), Finance Committee, and Research and Innovation Council (RIC), have been constituted as per Karnataka Act No. 20 of 2013. The BOM frames the Statutes, subject to the approval of BOG. The BOG is bestowed to make additional or new Statutes, amend or repeal the existing Statutes. The Regulations are made by the AC and can make additional or new Regulations, or amend or repeal them, subject to the approval from BOG. The BOG, being the principal governing body of the University, lays down the policies pursued, and review decisions of other Authorities for conformity with the Statutes.

The Statutes define the framework for:

- the procedure for transactions of business of the Authorities of the University;
- the terms and conditions for the appointment of Officers of the University, such as Vice-Chancellor, Registrar and Finance Officer, and their powers and functions;
- the mode of recruitment and the terms and conditions of service of other Officers, teachers and employees;
- the creation, abolition and restructuring of Departments and Schools of Faculties;
- prescribing the procedure of admission of students to programs; and
- steering the manner of cooperation with other institutions of higher learning.

The BOM is the executive body of the University; and the AC is the principal academic body, which coordinates and exercises general supervision over academic policies. The AC is aided by the Boards of Studies of departments, which in turn are assisted by the Departmental Curriculum Committees. The RIC exercises general supervision including implementation of research and innovation policies. The RIC strategizes vision of the kind of research undertaken by the University, including prioritization of the research areas and domains. The FC is the principal financial body, takes care of financial matters, coordinates and exercises general supervision over the financial matters.

Various other Committees / Boards / Cells are constituted with well-defined functions and terms of reference, conforming to statutory requirements. Such Committees are often constituted incorporating external members and representative stakeholders for maintaining transparency, with enhanced visibility of policies being implemented, and with an objective to remain relevant and effective. Through inbuilt flexibility, due academic autonomy granted to the departments, and participative decision-making process, the University adopts an optimum level of decentralization.

All the positions in the University are normally filled through advertisements, and university policy provides equal and open opportunities to persons irrespective of caste, religion, class, creed, and gender. The appointments for higher positions are made by the BOG, on the recommendations from the BOM, and the specially constituted Search Committee for the purpose. Other appointments are made based on the recommendations from the constituted Selection Committee, subject to the approval by the BOG. The Search as well as the Selection Committees will have at least one external member.

The terms and conditions for all categories of employees are as per university service rules, regulations, guidelines, conduct and discipline rules, as prescribed from time to time, conforming to the statutory requirements.

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

6.2.3

Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

DSU has a system under which every year the faculty members participate in a comprehensive individual discussion with the constituted faculty appraisal committee. The teachers submit two dully filled-in forms: Faculty Self Appraisal Form and an Engagement Profile Form, along with supporting documents. The entire process is normally held between the months of April and June. The criteria considered in these appraisal forms are reviewed periodically and modified, whenever necessary.

The annual faculty appraisals are conducted by a committee constituted by the Vice-Chancellor. It will have the Dean as chairperson, concerned departmental Chairperson, and a member from other department at the level of a professor.

Faculty members should carry out a self-appraisal at the end of each academic year, under four criteria - teaching, research, administration, and others. These criteria have specific, points-based, objective parameters. The parameters under teaching are the details of courses taught, classes taken, results obtained, and students' feedback. Under the research head, tangible research outputs like unpaid and indexed journal publications, other publications with ISSN / ISBN, citations in Scopus and Web of Science, patents filed, externally funded research projects, and PhD guidance are considered amongst others. Under the heads of administration and others, the portfolios handled, coordination done, administrative responsibilities assigned, co and extra curricular and outreach activities, mentoring, and branding activities, amongst others are considered. A letter grade is assigned based on the points scored and a qualitative assessment is made after discussions.

Faculty members, through the Engagement Profile Form, indicate the expected deliverables during the subsequent academic year and their long-term goals. There is provision to record career aspirations, expected contributions of teacher towards the department and University, and targets set towards teaching-learning, research, consultancy, extension, and administration.

A certified Appraisal Report on individual faculty members, highlighting their accomplishments and the total points scored on predefined objective parameters such as teaching, research and administration; scope for further improvement; and fulfilment of previous year's commitments, along with the recommendations is submitted to the Vice-Chancellor. The recommendations could be a regular annual increment, accelerated increments for better performers, or even a promotion subject to the vacancy, cadre ratio, and fulfilment of other requirements. Additional qualification acquired by the faculty member, if any, is given due consideration. The individual reports are shared with the concerned individual by departmental Chairpersons.

The non-teaching staff members are asked to fill a self-appraisal form with details like, skills acquired, notable performances, pro-activeness, and other contributions. The annual appraisal for the non-teaching staff is carried out by the Office of Registrar, with co-opted members from departments. A report is submitted to the Vice Chancellor, with its recommendations and / or suggestions for further improvement.

For the welfare of the faculty members, DSU has a group insurance policy and health facilities are provided. For the non-teaching staff, ESI and provident fund schemes are provided as per the GOI / GOK policies.

Thus, DSU has a structured, predefined and transparent annual performance appraisal system and promotional policies for faculty members and non-teaching staff.

File Description	Document
Any additional information	View 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: 53.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
143	56	172	188	160

File Description

Document

Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)

[View Document](#)

Link for Additional Information

[View Document](#)

Other Upload Files

1

[View Document](#)

6.3.3

Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 20.6

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
63	8	18	9	5

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.4

Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 41.52

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
186	169	58	158	70

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Prior to the establishment of DSU, MGVP Trust - the Sponsoring Trust, had mobilized Rs. 25 crore towards Permanent Statutory Endowment Fund, besides sparing 140 acre land for the University at Devarakaggalahalli. The trust has contributed Rs. 32.44 crore over last 5 years towards institutional facility and infrastructure upgradations. Apart from this, the Trust has invested over Rs. 300 crore to establish the University campus at Devarakaggalahalli, with a built-up area of 11 lakh sq.ft, and a medical college hospital with 300 beds.

As DSU commenced its operations only since 2015-16 it relies predominantly on the contributions derived from the Trust and its own internal accruals for its growth and sustenance. The operational surpluses have been reinvested judiciously and productively mostly for building construction to be the best-in-the-class infrastructure, as the financial statements of DSU bears out.

Being a State Private University, DSU is overwhelmingly dependent on tuition fee collection, and hence it has developed and implemented a three-pronged strategy for the mobilization of funds -

Student fees:

The tuition fee paid by the students is fixed based on:

1. for 40 % intake, based on the CET / NEET etc. Karnataka Government quota, fixed by the State Government, and
2. for remaining 60%, by the Fee Fixation Committee, with designated members from the State Government.

Hence, DSU strives for 100 % admissions in all programs, in order to become self-reliant over a period of time.

Funds / Grants from non-government bodies, individuals, and philanthropists:

Efforts have been made to receive funds / grants from these sources, for the cause of higher educational institution. So far, DSU has been able to mobilize Rs. 28.3 crore by such means.

Research, consultancy and other funding through Grants:

DSU has a strategy of seeking funds from leading industries for setting up state-of-the-art laboratories. It has been successful in establishing several such innovation labs which are generously sponsored by industries like Autodesk, VMWare, IBM, Bosch Rexroth, Nvidia, GE, and Dassault.

With over 44 % faculty members with PhD degrees, more than 25 patents, and more than 1250 indexed publications, DSU continually strives to attract research, other funding, and consultancy projects. It has mobilized Rs. 4.7 crore so far, by such means, though the spending has been primarily for research purposes.

As is known, the existing legal framework does not facilitate access to venture capital / private equity funding, IPO, FDI, etc., as there are no rewards / return mechanism built in the prevailing structure. There are some smaller opportunities to access debt funds which usually seek short / medium term repayments; however, this will not match with the cash flows in educational sector. Added to this, the tax exemptions under Sec 12A also requires the internal accruals to get reinvested. DSU will have to depend

on internal accruals with the limitations attached. The future growth depends largely on the following cycle: good academic excellence – attract better admissions – better fee income realization – reinvest in academic and infrastructure resources –grow further.

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

6.4.2

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

Response: 154.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
20.78	59.58	51.91	12.13	10

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

6.4.3

Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 2483.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
468.62	459.5	481	601.5	472.49508

File Description	Document
Institutional data in prescribed format	View Document
Annual statements of accounts	View Document

6.4.4

Institution conducts internal and external financial audits regularly

Response:

The financial audits are carried out serving the purpose of providing an independent, objective scrutiny of financial statements, enhancing the transparency and credibility.

The internal financial audit is carried out by the Office of Chief Financial Officer (CFO), and is executed with due diligence. The authenticity of financial transactions, compliance with respect to tax and other liabilities, and compliance levels across the hierarchies are focussed during the internal audit. The Board of Governors (BOG) of DSU will have a first-hand knowledge of the financial transactions of the University through the internal audits, as the financial statements are the vital source of accountability.

The external financial audit is carried out once a financial year. A certified, external auditor is designated to conduct the audit, following the Regulations of the University, and in accordance with the standards recommended by The Institute of Chartered Accountants of India. The external auditor is given full freedom and access to all the resources and information sought, in order to find the truth and fairness of financial statements, ensuring transparency. The procedural and transactional compliances in all financial transactions are reviewed by the external auditor. The report of the external auditor is placed before the Financial Committee (FC) of the University and subsequently before the BOG for deliberations and endorsement.

The Office of the CFO, follows up with the audit objections raised and ensures their compliance within the stipulated time. The audit objections are addressed following the procedures laid down by the FC. A report on the addressal of audit objections, along with the external audit report, is placed before the FC and subsequently before BOG, to ensure the quality and reliability of the compliance prepared.

Thus, the financial affairs of the University are built around a strong system of internal control methods with a number of checks that takes place before the financial transactions are done. The activities around this topic may be classified in to two categories as below:

1. Income related transactions:

Fee income:

The fee income is reconciled at frequent intervals and also at the end of the financial year for the scrutiny of the Statutory Auditors. This has put the fee income on a fool-proof system of accounting which matches with the bank transaction. Further, the fee collection has been made completely online since 2017, with payment links mapped to the bank accounts of the University, which does not accept any cash payments.

Research Grants:

DSU has maintained separate bank accounts for all the transactions pertaining to the externally funded research projects which are transparent, PFMS / Darpan mapped. Hence, the financial integrity in income related transactions is ensured.

2. Expenditure related transaction:

The University practices a strong expenditure control system with limited opportunity for a lapse of any kind resulting in a loss or an unproductive investment. Further, the Statutory Audit in the University is highly granular and intensive as being practiced since inception.

Thus, DSU has a fool-proof system at place for regular, internal as well as external financial audits.

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 by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

The IQAC of DSU strives hard to incorporate quality by laying down procedures and standards, conduction of sensitization events and periodic academic audits, and automation and digitization of processes. The formal IQAC was established during 2018, and is led by Director - who plans, implements and oversees quality enhancement initiatives. Every department has a designated IQAC Coordinator and a team, which is represented in activities like, curricula design, overseeing the teaching-learning process, and assessment of attainment of learning outcomes.

IQAC has been instrumental in the incorporation as well as execution of OBE components as envisaged in its framework at DSU. The automation and digitization of academic administration through web interfaces developed in-house, and guidance in the implementation of ERP system facilitate effective functionality of IQAC. The ERP has separate and customized modules relevant to IQAC and NAAC. IQAC has developed the quality benchmarks and parameters for the annual appraisal of faculty members

and non-teaching staff, engagement profile of faculty members indicating deliverables a priori, online feedback system for effectiveness of teaching-learning, and stakeholders' feedback for curricula design. The annual faculty appraisal helps in not only a sort of indirect academic audit but also aids the departmental Chairperson to monitor and implement reports emerging out of such appraisals. It also helps awarding promotions to individuals and help maintain cadre ratios in departments. IQAC organises seminars, guest lectures on quality assurance related themes and sensitization events.

IQAC has initiated and institutionalized following two practices:

1. Conduction of Internal Academic and Administrative Audit:

Internal audit committees have been formed, comprising of a Dean as the Chairperson, and two internal experts, apart from IQAC representative. Departments are asked to prepare and maintain files containing pertinent data, which are verified by the audit team periodically, following a pre-announced schedule. An audit report, with comments and recommendations, is filed by the audit team, with steps for mid-course correction. An action taken report is to be filed by the departments, indicating the compliance or deviations, if any.

2. Automation and digitization of processes:

IQAC has developed and implemented a web interface with following features during COVID:

- filing of class timetables at the beginning of every semester, by each department,
- weekly filing of class reports, indicating compliance with the scheduled timetable, course-wise total classes held, and links for the recordings of online classes held,
- filing of NAAC related data for SSR, and for annual AQAR,
- students' feedback survey for effectiveness of teaching-learning process, and
- stakeholders' feedback survey for curricula design.

The web interface has the options for CSV data export and pdf report generation. It is specially designed for an efficient documentation helping academic administrative monitoring.

Further, an online research compendium has been developed and implemented. The compendium enlists patents and research publications of DSU. The information is sortable, and searchable based on title, year, type of publication, author, department, and indexing information. The compendium is indicative of research performance and quality indicators, and being on the www, it contributes to dissemination of information and research sharing.

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

6.5.2

Institution has adopted the following for Quality assurance

1. Academic Administrative Audit (AAA) and follow up action taken

2.Confernces, Seminars, Workshops on quality conducted

3. Collaborative quality initiatives with other institution(s)

4.Orientation programme on quality issues for teachers and students

5. Participation in NIRF

6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document
Link for Additional Information	View Document

6.5.3

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

Response:

Integration of skill and knowledge competencies, step-wise incorporation of the imminent NEP-2020 components in the curricula, bringing-in academic flexibility in the curricula as well as teaching-learning process, incorporation of Outcome Based Education framework and CBCS, and automation and digitization of academic administration, including implementation of ERP, are the significant improvements, in a short period of time, made by DSU. DSU has established IQAC and appointed a full-time Director - IQAC in order to plan, implement and oversee quality enhancement initiatives, applicable for the life-cycle of processes in an educational institute.

The curricula, teaching-learning process, and assessment methods have been progressively modified by introducing and integrating:

- inbuilt hands-on or laboratory components in the regular courses,
- a 2-credit course during every semester, with a predefined, flexible, framework with options like, mini projects, research paper critique, reflection notes, simulations, software / app programming /

- development, usage of a modern tool, and so on,
- mandatory student internship in industries,
- liberal studies components in programs,
- open and interdisciplinary electives, in programs,
- recognition for equivalent, predefined MOOC courses (like SWAYAM) with credit transfer,
- specializations in a sub-domain, subject to completion of predefined courses,
- minor in another discipline / domain, subject to successful completion of predefined courses and credits, in order to expand the horizon and career opportunities,
- online feedback system for effectiveness of teaching-learning,
- a total of 20 to 22 credits per semester, with only 12 to 16 credits for the final two semesters to accommodate the capstone project is maintained. The total 160 credits for a 4-years degree program and 120 for a 3-years degree program, with a maximum of 5 % variation as per global standards,
- 60% weightage for continuous internal assessment and 40% weightage for semester-end assessment provides academic flexibility, and
- automation of examinations management system and digitization of valuation system.

Further, towards the academic administration, following measures have been taken:

- implementation of indigenously developed e-Governance Academic Management System, an online tool for faculty, students, and administrators. This manages students' registration to courses, attendance, IA marks and allocation of courses to teachers,
- ongoing configuration of ERP system GNUIMS, University Management System from gnwebsoft, with phased implementation of over 50 relevant modules, accessible even through a mobile app,
- automation of library management system,
- weekly filing of class reports, and the semester-wise class timetables, on the web interface developed in-house,
- establishment of IP Cell and implementation of an online, sortable and searchable research compendium, and
- meticulous employee-annual appraisals are conducted to assess the performance and ensure quality deliverance.

DSU takes progressive shift towards becoming a research-centric university; through improvement in quality of research publications, percentage of faculty members with PhD degrees, urging the faculty members with PhD degrees to receive seed money grant, and encourage them to submit research proposals to obtain extramural research grants and enhance consultancy projects.

Continuous improvements in all functional aspects of the University are leading to the benchmarking of university on par with global standards, with the scope for further incremental improvements.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

DSU actively promotes gender equity as a means to achieve gender equality - equity being the means to the end, equality with respect to gender, in all its HR policies as well as with respect to the entire provisions envisaged to the student body. University ensures people what they need - equity, as well as provide everyone the same things - equality.

Women empowerment is obvious in all aspects of curricula and academic processes, and through co and extracurricular activities, institutional events like workshops, seminars and guest lectures. A framework of systematized and standardized procedures is adopted and monitored ensuring adherence to the gender equity and women empowerment policies.

DSU prescribes and offers several regular academic courses sensitizing the students about gender equity and empowerment. These courses attempt to make students understand the gender concepts, gender related issues and problems, and the way forward for gender equity for a consequent harmonious society. A representative list of such courses, which are integrated in the curricula of various programs of DSU, involves:

- Media, Gender, and Human Rights
- Constitution of India and Professional Ethics
- Indian Culture and Heritage
- Political Communication
- Advanced Organizational Behaviour
- Employee Relations and Labour Laws
- Media and Cultural Studies
- Personality Development
- Human Resource Management
- Professional and Business Ethics
- Law for Engineers
- Media Laws and Ethics
- Sociology
- Technical Communication

During the design of curricula and syllabi stage itself, emphasis is given to include either a few topics or even a module in the courses, on gender equity, human element, and ethical practice. Further, the summer internships, mandatory internships, and projects in industries expose the students towards gender sensitization.

DSU enthusiastically celebrates International Women's Day, through invited talks, debates, and various competitions with the theme of gender equity and women empowerment. The University takes initiative

to organize events, debates, quizzes, workshops, seminars, webinars, guest lectures, and student elocution competitions in this regard. These activities aim at creation of gender sensitivity, vitalization to address gender related issues, as well as competence augmentation to reinforce the knowledge set and skills required to address and deliberate on the gender equity concerns.

Safety and security of female students, faculty members and staff have been on top of the priorities for university administration, with multiple steps taken including installation of CCTVs on campus. DSU has tie-up with an external professional counsellor, who is available on a need basis. In order to attend to health care needs of women, a female doctor available in the campus.

DSU has setup a Women Redressal Cell, that addresses issues of women on the campus. DSU also has established an Anti Sexual Harassment Committee that safeguards women at workplace, in hostels and class-rooms. Further, the following also support the women students and faculty members, like, Personal Counselling Cell, Student Grievances Redressal, Anti Ragging Committee, and so on. Proportional representation of women is ensured in every such cell / committee, drawn from students' body as well as from employees.

DSU is an equal-gender opportunity-provider university, in all its academic, administrative and allied activities.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2

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

- 1.Solar energy**
- 2.Biogas plant**
- 3.Wheeling to the Grid**
- 4.Sensor-based energy conservation**
- 5.Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3

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

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

Response:

DSU is fully committed to the philosophy of 3 R's: “reduce-reuse-recycle”, faithfully believes in the idea of “Zero Waste”, and collectively strives for the achievement of national goal - Swachh Bharat.

DSU implements the idea of MNRE's waste to energy program. The university segregates different wastes at source such as biodegradable, biomedical, agricultural, chemical, and so on, utilizing coloured dustbins, depending on the type of waste. The waste minimization is monitored through various committees, set up for the purpose. Daily yard wastes are collected in bins and it is disposed of to a place for conversion into manure.

DSU has organized several workshops on the implementation of composting techniques successfully. Training programs are organized frequently to manage and dispose solid waste. The University stresses avoidance of plastics to the best possible extent. DSU also has a tie-up with the manufacturers of plastic recyclers who engage in recycling. Insistence of utensils made of glass and metal, to the possible extent is promoted. The appropriate bio-waste is also fed to the biogas plant available on the campus.

Solid waste management:

DSU deploys different types of bins for collecting different types of wastes. It outsources a part of waste management to an authorized vendor. The vendor collects the segregated wastes and dumps in the designated, regulated area. The wastes that could be reused are segregated by the vendor and re-utilized.

Liquid waste management:

University has a sewage treatment plant established in the campus. It sticks to a strict practice of liquid waste disposal in its laboratories. Any glassware used in the laboratory is cleaned with minimum water and placed in the liquid waste container. The liquid waste is divided into organic and inorganic waste. Before disposing of inorganic waste, solution neutrality is ensured using Sodium bicarbonate or Calcium oxide (lime). The containers of liquid wastes are handled with utmost care and safety ensured.

Biomedical waste management:

Biomedical wastes are disposed of with care and high priority, as it may have adverse effects on the environment. Waste disposal is particularly imperative concerning bio-medical waste. DSU uses incinerators that are easy to operate and efficient, for disposing of the biomedical wastes. This method

safely removes the pathogenic microorganisms from the waste in an effective manner.

E-waste management:

DSU utilizes its own team of IT administrators, faculty members and students for reassembling, modification and upgradation of the obsolete computers and electronic items. By this way the university's inventories are optimized. The university ensures that no discarded computers or printers remain idle in the university premises. The e-waste produced from hardware which cannot be recycled or reused is disposed of to an authorized vendor.

Waste recycling system:

Water recycling system is adopted at DSU. It makes sure that no water is wasted. Toilet water is reused in toilets after proper treatment. Water conservation is a treasured policy of DSU.

Hazardous chemicals and radioactive waste management:

These kinds of wastes, if any, are handled by a third party through a legal agreement.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5

Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Any other relevant information	View Document

7.1.7

The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

7.1.8

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

Response:

The initiatives taken by the university to provide an inclusive environment earnestly start with the week-long induction boot-camp for the fresher students. Conducive environment is provided to the fresh incumbents to freely interact among each other during the boot-camp activities that facilitates mixing and familiarizing with other students who hail from diverse cultural, regional, linguistic, religious, and socio-economic backgrounds.

DSU embraces community from diverse backgrounds since it offers several programs under a wide spectrum of disciplines, like, engineering, design, basic and applied sciences, commerce and management, health and medical sciences, and legal studies, including arts and humanities. DSU admission is open to students from all over India, who write different entrance exams like, DSAT DSU entrance test, KCET from KEA, Uni-GAUGE, NEET, and so on. The faculty members are appointed based on their qualifications, experience and merit competency, without bias on their backgrounds. Thus, the student body and faculty community from diverse backgrounds provide an inclusive campus environment.

The curricula of various programs also aim to inculcate inclusiveness through regular common courses like, Constitution of India and Professional Ethics, Law for Engineers, Indian Culture and Heritage, Political Communication, Media – Gender and Human Rights, Employee Relations and Labour Laws, and Sociology. The summer internships, mandatory internships, and research project-work in industries expose the students to inclusive industrial environments. DSU regularly organizes workshops, seminars, guest lectures, and other events for the sensitization of students towards inclusiveness.

Apart from the technical clubs, the student cultural clubs such as literary club, abhinaya club, fine arts club, and music club, foster the multi-cultural diversity. These club activities informally, but endearly educate students about the practices, norms, and prevailing cultures of various states.

The student community of DSU is engaged in societal outreach activities that augments embracing inclusiveness. A representative list of such programs includes, awareness program on AIDS, Unnat Bharath Abhiyan, Swachh Bharat Abhiyan and NSS activities, among others.

DSU celebrates the national commemorative days - Republic Day, Independence Day, and Gandhi Jayanti, with NCC parade (for the first two), patriotic songs, and messages of unity among diversity. Also celebrated with gaiety is the Karnataka Rajyothsava, as a Karnataka State festivity wherein the students from other states are enthusiastically introduced with the Kannada cultural heritage. Celebrations happen on commemorative days, with messages on inclusiveness, like, International Women's Day, World Health Day, Red Cross Day, International Labour Day, International Girl Child Day, World AIDS Day, International Day of Persons with Disability, and so on. Various events are organized to spread the message of unity and tolerance amongst the DSU students. Prominence is also meted out to the geographical, regional, faith-based celebrations, such as Onam, Ugadi, Gudi Padwa, Holi, and other new years, which help the students understand the culture and inculcates respecting other cultures and traditions.

These initiatives drive home the message of unity in diversity.

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

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

DSU offers several non-technical, however socially relevant regular courses, besides relevant co and extracurricular activities, events, and voluntary societal outreach activities, laying foundation for reinforcement of constitutional obligations, values, rights, duties and responsibilities amongst the students and employees. A structured orientation program for the fresher students entering the University during the first week, and an induction program for the new employees, sensitize them on such themes.

The DSU curricula mandates the course - Constitution of India and Professional Ethics that shapes the students as responsible and discipline-driven citizens. A representative list of other regular courses, which sensitize and inculcate values, rights, duties and responsibilities involves:

- Professional and Business Ethics
- Law for Engineers
- Media Laws and Ethics
- Employee Relations and Labour Laws
- Media, Gender, and Human Rights
- Indian Culture and Heritage
- Political Communication
- Personality Development

The national days, Republic Day and Independence Day, are celebrated with great pride, with active participation of students as well as employees of DSU. The activities organized on these national days highlight the importance of our constitution, create awareness towards the struggle for freedom, and the need for upholding integrity. The birth anniversaries of great leaders, freedom fighters of India, and eminent personalities, who have contributed to the nation-building, are celebrated by organizing various events, instilling values advocated by them.

DSU regularly organizes invited talks, debates, competitions, workshops, seminars, webinars, guest lectures, and other activities for the students as well as employees, with the objectives of promoting the values, duties, and constitutional obligations. Celebration of International Women's day, with guest lectures to create awareness about the constitutional women-rights against the quid- pro-quo / harassment / violence at home or at work place, is a typical example.

The student community as well as employees of DSU are engaged in societal outreach activities aiming to sensitize the society towards values and its obligations towards the Constitution. Voter awareness camps in rural areas, campaigning for environment protection and awareness camps, planting of tree saplings, street plays admonishing women empowerment, girl child education, dowry systems, blood donation camps are few representative activities. The participation of students and faculty members in such outreach activities have a positive cascading effect on their persona.

DSU focuses on capitalizing on the proclivity of the students to make a difference in professional and social life. It believes in moulding the students and teachers into universal citizens by anchoring in them the insights on ethical sensitivity and development of behaviours and attitude. This encapsulates sustainability issues and global justice to every possible fragment for holistic engagements.

The active participation of students as well as employees in the programs promoted by the Central as well as State governments, like Unnat Bharath Abhiyan, Swachh Bharat Abhiyan, Fit India movement, and so on, further reinforces their responsibilities and constitutional obligations.

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document

7.1.11

Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

DSU considers that India is a land of festivals, cultural diversity, and great personalities. Every festival and commemorative day has its own importance and hence celebrated based on a particular theme. These celebrations include activities like, guest lectures, conferences, scientific exhibitions, and other awareness spreading events.

The national days such as Republic Day (January 26), Independence Day (August 15), and Gandhi Jayanti (October 2), are celebrated enthusiastically, with great pride and honour. All university personnel and the dignitaries of the University participate in these celebrations, with NCC parade (for the first two), patriotic songs, and addresses being the parts of these celebrations. DSU also celebrates Karnataka Rajyothsava (November 1), as a Karnataka State festivity and an occasion wherein even students from other states and abroad take part with enthusiasm. They are introduced with the rich Kannadiga cultural heritage.

DSU celebrates birth anniversaries of great leaders and freedom fighters of India, and organizes various programmes to pay due respect to the national leaders, educationalists, and all those who have contributed to the freedom struggle and nation-building.

World Epilepsy Day (second Monday of February) is celebrated by organizing a walkathon, to create awareness about the disease. Skit performance is generally arranged on epilepsy attack and its management. Women's Day (March 8), is celebrated by imparting relevant awareness on its underlying core values. World Labour Day (May 1) is celebrated to recognize the contributions of the workforce. The International Yoga Day is celebrated (June 21) with the Yoga practice sessions deliberating on Yoga, its mental and physical benefits and actual demonstration and performance of some yoga asanas. Breast Feeding Day (August 1) is celebrated by organizing guest lectures, to create awareness about breast feeding, to eliminate the myths associated to it, and sensitize the women on the importance of breast feeding both for mother and the baby. Teachers Day (September 5) is celebrated by organizing webinars, with students actively participating. World Pharmacists Day is celebrated (September 25), through a rally by the students and faculty members, to create an awareness about the expertise of pharmacists in medical field. World Hearts Day (September 28) is celebrated by organizing a walkathon. World Diabetes Day (November 14) is celebrated with the aim to create an awareness regarding disease, diet, life-style modification and complications in diabetic patients. World AIDS Day (December 1) and International Day of Persons with Disability (December 3) are celebrated through awareness walks.

The year 2019 was declared as International Year of the Periodic Table of Chemical Elements by UN. DSU celebrated this by organizing a lecture on “Mendeleev's Periodic Table of Chemical Elements: Significance and Applications in Research” on September 19, 2019. The Royal Society of Chemistry, UK extended the financial support of 500 pounds for this event.

Prominence is also given for geographic region/ faith-based celebrations such as Onam, Ugadi, Holi, and other new years, which help the students to understand the culture and learn them to respect others culture and traditions. These initiatives anchor the idea of unity in diversity.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE I: Samshodhana Sagara

1. Title of the Practice:

Creation of a repository of quality-knowledge, through impetus for research culture, named as Samshodhana Sagara.

2. Objectives of the Practice

DSU asserts the belief that research is for creating new knowledge, and it should be useful to the society. The objectives of Samshodhana Sagara, in line with the Vision of the University to be a centre for excellence in research and innovation, are:

- To build an ecosystem that establishes and sustains quality scientific research culture
- To provide impetus to research carried out at the University that facilitates creation and dissemination of useful knowledge

The intended outcomes are the quality publications in the indexed journals and conference of repute, addressing the real-world problems and societal issues.

3. The Context

The research performance of faculty members is prioritized during the annual faculty appraisals in almost all HEIs. Every research funding agency, ranking framework of HEIs as well as accreditation agency, bestow prime importance for the research performance of an institution. Usually, the number of research publications of an individual or an HEI, and impact factors are considered as key research performance indicators. This has given rise to a possible rat-race amongst the faculty members and even amongst HEIs, to lay emphasis on the number of research publications, often compromising the quality. This has resulted in low quality publications in predatory journals, often paid ones, and mushrooming number of conferences accepting such publications without due peer-review process.

The primary purpose of research – a systematic and creative activity undertaken to increase the stock of knowledge of both individual and society, and the use of this knowledge to devise new applications, seem to have been generally undermined by many.

4. The Practice

DSU realizes that the efforts to quantify the quality of research is eventually bound to fail. Hence, it prefers giving importance to practicing quality-research carried out by the faculty members to the quantity, aiming to devise new applications and knowledge dissemination that ultimately adds to the stock of useful knowledge of society.

DSU opts PhD degree holders hailing from INIs, during the faculty-recruitment process. The existing faculty members without PhD qualification are encouraged to pursue PhD. It has created positions of Research Professor and Professor of Practice, at university level, with a mandate to prioritise inter and multi disciplinary research and oversee the quality of research.

DSU maintains high standards while selecting the candidates who would pursue PhD in the University. It conducts a stringent entrance test, followed by a rigorous interview by an expert panel, where the candidate should present a research proposal. Candidates are encouraged to carry out interdisciplinary research. DSU also grants fellowships to eligible candidates. Following UGC Guidelines, two courses on Research Methodology, and a course on Research Publication Ethics have been made mandatory for research scholars.

DSU has been advocating a policy by promoting publications in journals indexed by Scopus and Web of Science, and proceedings at reputed conferences held in INIs. During annual faculty appraisals, the recognition granted to conference proceedings at various colleges, and publications in predatory and paid journals is progressively withdrawn. The quality publications are showcased in the online research compendium of the University for dissemination.

DSU has implemented a Seed Money Grant Scheme for teachers, with a ceiling of Rs. 5 lakhs per proposal, to stimulate quality research in strategic areas of national relevance and interdisciplinary areas. The internal calls inviting proposals are made every year, scrutinized, sanctioned, and projects are periodically reviewed for progress.

The faculty members are encouraged to take up externally funded research projects as well as consultancy work with revenue sharing. For the principal investigators of externally funded research projects, DSU offers an incentive of 7.5 % of the amount sanctioned for the purchase of permanent

equipment. In the event the actual amount spent for the externally funded research project happen to exceed the grant amount, DSU will bear the additional cost to the tune of a few lakh rupees. DSU also has a consultancy policy of sharing revenues with the internal consultants.

DSU practices safeguarding of the intellectual properties of research findings with potential business value, though and IP Cell, established in collaboration with the Karnataka State Council for Science and Technology. This enables and assists faculty members, research scholars, and students for the filing of patents.

5. Evidence of Success

DSU has over 44% faculty members with PhD qualification. It has many active research supervisors who are permitted to supervise PhD research scholars subsequent to a stringent and pre-specified qualifications criteria. Two university level Research Professors have been appointed giving impetus to quality research.

During the last convocation, about 20 PhD scholars received their PhD degrees, with the total PhD awards by the University crossing 30 till date.

As on date, DSU has over 1250 publications indexed by Scopus and/or Web of Science, and 26 patents. The percentage of publications indexed by Scopus has been 45 %, 55 %, 63 %, 66 %, 68 % and 70 %, respectively during last five calendar years. The quality of publications has been improving on a yearly basis.

So far, there are 8 Seed Money Grants awarded, with a total sanctioned amount of Rs. 14.6 lakhs.

DSU, relatively a young university, has already carried out over 30 externally funded research projects from funding agencies like, DST, ISRO, DRDO, SERB, DBT, VGST-KFIST, and non-governmental agencies. Many such projects have been for real-life industrial applications. The total amount received through external research funding and consultancy has crossed Rs. 5 crore.

6. Problems Encountered and Resources Required

The long distance from the city-centre to the Kudlu Gate campus where DSU is presently operating, was a constraint to faculty members to extend their stay beyond the working hours, for research activities. This was resolved by providing frequent and free bus transportation to the faculty members. Further, with a fault-free leased internet connection, remote access to the computers and e-resources, such issues were addressed.

Faculty members tended to focus on the number game, compromising the quality of research publications. During the annual faculty appraisals, the recognition given to non-indexed, paid publications were progressively withdrawn.

DSU found it challenging to procure externally funded research projects, being a newly established university. However, the seed money research grant scheme triggered initial research, facilitated to test novel ideas that culminate in developing in to research proposals worth to be considered by external funding agencies later.

BEST PRACTICE II: Kaushalyodyama Sagara

1. Title of the Practice:

Kaushalyodyama Sagara - Skilling of students and entrepreneurship development

2. Objectives of the Practice

In line with the vision of the University, to be a centre for excellence in training, innovation, and entrepreneurship, the objectives of Kaushalyodyama Sagara are:

- To build an ecosystem of multi-disciplinary problem-solving culture at the University, provide skills, and real-life oriented practical intensive training
- To develop an entrepreneurship culture at the University where innovative ideas can flourish, and fostered with a world-class innovation-incubation model

The intended outcomes are the multi-skilled and industry-ready graduates; and/or professional graduates walking out of DSU with a degree in one hand and an incubated start-up company on the other.

3. The Context

With the advent of machine learning and artificial intelligence field of studies, many unskilled jobs worldwide are likely to be taken over by the machines. Whereas, the need for a skilled workforce, with multidisciplinary abilities across the sciences, social sciences and humanities, and involving mathematics, computer science, and data science will increasingly be in greater demand. However, with the compartmentalization of disciplines in the form of specializations, laying over-emphasis on engineering education in the society, lack of hands-on experience, and exposure to real-life problem-solving modes, the employability of graduates, of late, has been debatable in the country.

Further, traditionally only the students who have a family business, have been venturing towards entrepreneurship by and large. Owing to the lack of awareness about the copious opportunities, absence of nurturing of innovative ideas, and lack of support system, a majority of graduates are inclined to be job seekers rather than becoming a job giver.

4. The Practice

DSU has been offering skill-intensive B.Voc. degree programs following the UGC guidelines, under National Skills Qualification Framework. Currently five B.Voc. programs are running: B.Voc. in Pharmaceutical Manufacturing Technology in collaboration with M/s Strides Pharma Science Limited; B.Voc. in Mechatronics in collaboration with NTTF; B.Voc. in Tool Engineering in collaboration with NTTF; B.Voc. IT - Computer Science & Engineering (Data Analytics); and B.Voc. IT - Computer Science & Engineering (Computer Engineering and IT Infrastructure). Further, these programs have the options of multiple intermediate exits, like Diploma and Advanced Diploma. These programs consist of integrated theory and practice sessions, and also the on-job training at the industry. Industry specific task competencies are built-in in these programs.

Leading corporate such as Autodesk, Bosch-Rexroth, Analog Devices, Nvidia, VMWare, ETAS, and GE Healthcare have set up world-class innovation laboratories at DSU for practicing multi-disciplinary approach of problem-solving at the University, and provide real-life oriented, practical training through live projects, involving modelling and simulation, and prototyping.

Atal Innovation Centre-DSU Innovation Foundation (AIC-DSU) provides incubation and supports start-up companies through the provision of a range of services such as infrastructure, training, mentoring, funding and a vast network of value-added services. It attracts innovators and inventors, and help the innovators achieve success as an enterprise by enhancing their efficiency of operations and to clarify the innovator's vision for all aspects of entrepreneurship such as innovation adequacy, commercial feasibility, growth strategies and so on. Good and promising ideas are taken up for nurturing and are examined for its business potential. The focus areas are Healthcare, Mobility / Transport and Waste Management. AIC-DSU provides incubation space with laboratories to support research and solution development. It offers infrastructure support, has start-up friendly policies, provides best of mentor network, seed support and access to its early-stage investor network. Access to support services like financial, legal, IPR filing, language training, translation services are also provided as value added services.

5. Evidence of Success

All the B. Voc. degree programs in collaboration with industries are running successfully. The increase in demand for the number of seats is the best evidence for its success. For B.Voc students, every year on-the-job trainings will be held.

The present UG students have been carrying out internships and live-projects in the industry sponsored laboratories. These laboratories also extend training of external members.

The AIC-DSU incubation centre, with 27,000 sq ft of area, has the average occupancy rate of around 70% at any point of time, which often comes close to around 85 %. It has successfully incubated 25 start-ups in the last few years, of which 40 % companies had a growth rate of 200 %. It has incubated four women led companies and has partnered with WECONNECT for the biggest Women conference – THINK BIG which attracted over 1000 women entrepreneurs. It has conducted over 100 events and workshops / discussions to encourage networking amongst the entrepreneurs, with more than 45 mentors.

6. Problems Encountered and Resources Required

Conduction of on-the-job training in the industry for B.Voc. students has been an issue since the beginning of pandemic. This is being addressed by optimizing the number of days of industry visit and the number of days of offline classes in the campus.

Selection of quality startups in the Healthcare, Waste Management, Mobility verticals is an issue, and is addressed by conducting innovation challenges. Funding of the incubatees is a challenge, and hence AIC-DSU has been applying for seed fund support through various schemes of Government. Getting quality mentors to spare their time with the incubatees is a big challenge. This is addressed by organizing group sessions so that mentors' time is optimally utilized.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

In alignment with its Vision, the thrust-area of DSU is Extremophiles for Bioremediation:

“Microbiology, with focus on the study of Extremophiles for Bioremediation to reduce the impact of anthropogenic activities for sustainable environment, health-care, and exploration of industrial bio-products, consequent scale up and commercialization”.

The intellectual resource will encompass areas of microbiology, sensors, electronics, mechanical, chemical, electronics, and computer science and engineering, along with medical microbiology - thus following inter and multi-disciplinary approach to address the issues of environment.

Rationale:

The advent of rapid, intensive industrialization and urbanization has obvious consequences of environmental degradation. The advancement of technology has also resulted in high levels of persistent, non-biodegradable, heavy metal, plastic, toxic, radio-active wastes, and pollution, with seemingly irreversible effects. The four of traditionally known elements- soil, water, air, and space, have changed forever and for worse, affecting the quality of human life, and extinction of many species, consequently causing ecosystem imbalances.

With the scientists predicting a bleak future for mother earth, owing to the ill effects of byproducts of anthropogenic activities, the need for expeditiously remediating environmental imbalances cannot be over emphasized. There is a dire need of developing viable methodologies and technologies to address the pollution and contaminations. One such relatively less-expensive and sustainable methodology is bioremediation of environmental contamination, utilizing the special class of microbes - the extremophiles. Extremophiles are the micro-organisms possessing abilities to thrive in extreme environmental conditions that is challenging for a carbon-based life form, even to survive. They could be useful in digesting the contaminations like, heavy metals, plastics, and radio-active waste.

Prioritization of thrust area and Objectives:

Considering the spectrum of research activities DSU harbours, it was a conscious effort to establish a thrust area that combines all the major scientific work being carried out at the University, making it a multidisciplinary effort and application. Thus, identification and conduction of intensive research work

under the aegis of the extremophile domain was established - to study the extremophiles to reduce the impact of anthropogenic activities for sustainable environment and health-care.

Objectives:

- To develop extremophiles, methodology to culture useful extremophiles, individual and consortia-combinations for bioremediation of plastics, heavy metals, and radio-active waste.
- To optimize the conditions under which the cultivation of extremophiles may be maximized and attribute qualities in them to upscale remediation by genetic engineering and computational bio-approaches.
- To explore manufacture of bio-products using engineering technologies such as electronic sensors, building bio-reactors integrating computer-numerically- controlled devices, chemical engineering methods and bio-medical technologies.
- To explore the possibility of using extremophiles, which are naturally competent for genetic transformation - the ability to transfer DNA from one cell to another cell followed by integration of the donor DNA into the recipient cell's chromosome, in health sector, for DNA repair.

Activities carried out to establish the thrust area:

Upon an exclusive creation of university level position – Research Professor, a qualified and experienced person in the domain was appointed. Like-minded researchers from various fields were brought under one umbrella, and a team of ten researchers was formed as the core-team. A Thermocycler PCR machine WEE32 and consumables were purchased.

Specific Aim:

The research in the thrust area aims to use a multidimensional design strategy that includes bioprospecting, *in silico* analysis, strain improvement, media optimization, purification, and downstream processing of extremophilic biomolecules for an improved bioprocess design, through sub projects.

Brief notes on aims of each sub project:

Extremophilic Enzymes: The objectives will involve screening, isolation, and identification of alkalophilic pectinase enzyme producing microorganisms; and develop understanding of physiochemical features of the enzyme and optimization of enzyme production using statistical methods.

Characterization of heavy metal biosorption by the extremophilic exopolysaccharides: The objectives are extraction of specific exopolysaccharide called mauran from *Halomonassps*, and study the ability of mauran in heavy metal biosorption.

Plastic degradation: “PETase” - a promising avenue: It involves screening, isolation and identification of microbes producing PETase. Biochemical characterization and strain improvement will be carried out to improve the activity and plastic degrading ability.

Microbial production of PUFA from marine psychrophiles: It involves screening, isolation, identification of microorganisms producing omega 3 fatty acids from deep sea fish; and optimization of fatty acid production. Phenotypic and genotypic screening of PUFA producing microorganism will be carried out, and metabolic engineering is used to improve PUFA production.

Extremophiles in radio-active waste disposal: It is aimed at developing a consortium of radio-active waste degrading microorganisms, and understanding of the mechanisms. Armed with this data, it is planned to choose the right candidate microorganism for further studies.

Research Funding:

The University was successful in procuring grants in the thrust area from State Government. Grants for both major projects, from VGST, as well as minor projects were received. Additionally, two internal Seed Money Grants were allotted for the thrust area.

External Funding: VGST grant for the project entitled “Bioremediation of pesticides using microbial consortium” was received from State Government funding, INR 20 lakhs, for 3 years period. Five minor student projects, mentored by the faculty members, also received grants from the State Government funding agencies, like KSCCST and KSC-SPP.

DSU funds-Seed Money Grant: The project proposals submitted by two teachers of the University received seed grants of Rs. one lakh each.

Research Scholars and PG Projects

One research scholar has been awarded PhD by the University, and currently four research scholars pursue PhD in the thrust area. Over 22 MSc final semester projects have been completed till date. Over 43 PG projects have been planned, of which 18 are inclined towards medical research and health care.

Publications

Over 15 research publications have been made in peer reviewed, indexed journals, from the reputed publishers like Springer Nature. Over 6 Book Chapters have been published in peer reviewed and edited books, from the reputed publishers like Springer and Elsevier.

Relevance and Distinctiveness:

Considering the threats posed by the byproducts of anthropogenic activities on ecosystem of earth and human health, and concerns of policy makers, DSU aims to develop sustainable methodologies and technologies to address the contamination and pollution, instead of flowing with the wind of commercialization.

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

5. CONCLUSION

Additional Information :

Dayananda Sagar University has been participating in several ranking schemes since a few years including NIRF. DSU has won the Best Emerging University award from Times Business Awards 2021, from the well-known The Times of India Group.

Dayananda Sagar University is proud to receive the Best Private University – South award instituted by Associated Chambers of Commerce and Industry of India (ASSOCHAM) in a grand function held at Patna on 18th October 2019.

Dr. Premachandra Sagar, Pro-Chancellor of the University has been bestowed with the award for “Exceptional Contribution to the Medical Field”, during the 4th edition of the Times Business Awards 2021, with an honourable mention of the services provided by Dr Chandramma Dayananda Sagar Institute of Medical Education (CDSIMER), which is the medical school of the University.

DSU has been ranked:

- DSU has been ranked fourth under the category of New University from Karnataka State Universities Ranking Framework.
- 12th among Emerging Best B - Schools in India by The Week / Hansa Research Best Business School Ranking Survey 2021.
- 12th under A+++ category in Silicon India non-IIM B Schools survey 2021.
- 3rd in the State of Karnataka, and 3rd in the South Zone under IIRF 2021 rankings, under Best Private Universities.

Dayananda Sagar University, during 2021-22, celebrated the 100th birth anniversary of its founder Sri Dayananda Sagar with special events, which was inaugurated by Hon'ble Chief Minister Mr. Basavaraj Bommai.

Concluding Remarks :

Being a member of Dayananda Sagar Institutions with over 6 decades of legacy, Dayananda Sagar University has made a mark in a short span of time and is enabling transformation of thousands of students into professionals with diverse specializations. DSU has outstanding infrastructure, and operates from the designated 140-acre campus at Deverakaggalahalli, and also from a 5-acre campus near Electronic City.

DSU offers over 50 programs across diverse disciplines, boasting state-of-the-art curricula with in-built experiential learning and a fine balance between the fundamental concepts and hands-on skills. Through the co and extra-curricular activities, value added courses, and implementation of OBE framework and CBCS, DSU strives to ensure that the graduates do have intended graduate attributes, and is progressively moving towards formative assessment system.

A strategic, variable paced teaching-learning processes for different types of learners has been implemented, adding value and augmenting their capabilities. Over 55 % teachers have super-speciality degrees, especially from premier institutions. In addition to using LMS, virtual labs are conducted, being a nodal centre of Virtual Labs under MHRD initiative.

DSU has implemented e-governance in all areas of operations, with a commercial ERP system, fully automated EMS, and library is fully automated with ILMS, and Web OPAC.

Research and consultancy are promoted by providing seed money grant for research; incentives for taking up funded research projects and consultancy; accelerated increments and promotions; and support for attending and organizing conferences. Further, DSU-KSCST IP Cell, has been established with participation from the State Government. DSU has very active recognized research supervisors, over 26 patents, 1250 plus indexed publications, 30 sponsored projects, and over Rs. 5 crore funding for research and consultancy.

DSU boasts several MNC sponsored innovation labs; and two incubation centres with support from NITI Aayog and DST. DSU has a NSS unit and a hospital run by the medical school.

DSU has been ranked high on KSURF and well-known ranking surveys, and is a recognized SIRO from DSIR. Guided by the pro-active and dynamic leadership, Dayananda Sagar University is marching in the right direction towards its destiny amongst the top universities of the country.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 41 Answer after DVV Verification: 33</p> <p>1.1.2.2. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 46 Answer after DVV Verification: 46</p> <p>Remark : As per revised input</p>																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1135</td> <td>1017</td> <td>878</td> <td>778</td> <td>590</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1562</td> <td>1332</td> <td>939</td> <td>623</td> <td>519</td> </tr> </tbody> </table> <p>Remark : As per reworked data provided by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1135	1017	878	778	590	2021-22	2020-21	2019-20	2018-19	2017-18	1562	1332	939	623	519
2021-22	2020-21	2019-20	2018-19	2017-18																	
1135	1017	878	778	590																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1562	1332	939	623	519																	
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses were introduced within the last five years. Answer before DVV Verification : 1439 Answer after DVV Verification: 1346</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 1924</p>																				
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 965.175</p>																				

Answer after DVV Verification: 3245.37

Remark : As per IMS value

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. 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/Govt. recognized bodies year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	3	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	9	4	4	18

Remark : As per IMS value

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

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).

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14.6	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14.6	4.87	6.77	1.31	4.77

Remark : As per IMS value

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

3.1.3.1. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

13	10	6	11	8
----	----	---	----	---

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
48	35	32	20	10

Remark : As per IMS value

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	10	11	7	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	10	27	14	10

Remark : As per IMS value

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

3.1.6.1. The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.

Answer before DVV Verification : 7

Answer after DVV Verification: 8

Remark : As per IMS value

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the 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:

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

8.15	0	0	0	0
------	---	---	---	---

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
348	0	0	0	0

Remark : As per revised input by moving 348 from metric 6.4.3 for 2021-22

3.4.1 **The Institution ensures implementation of its stated Code of Ethics for research through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

3.4.7 **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. Any other Government Initiatives**
- 6. For Institutional LMS**

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

Answer After DVV Verification: A. Any 5 of the above

Remark : As per data provided by HEI

3.5.2 **Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

3.5.2.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
27.8666	5.2475	1.1471	0	1.1211

Answer After DVV Verification :

--	--	--	--	--

2021-22	2020-21	2019-20	2018-19	2017-18
66.86486	21.262	11.9004	4.504	8.9775

Remark : As per IMS values

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	4	1	2	1

Remark : As per IMS values

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.6.3.1. Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40	24	25	15	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	23	21	15	4

Remark : As per the data provided by HEI

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4629	2921	2720	2131	625

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4320	2921	2720	2131	625

Remark : As per revised inputs by HEI

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100.36203	31.31036	60.5288	27.23358	31.73704

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
100.36203	31.31036	60.5288	30.61	35.13

Remark : As per IMS values

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1694	920	724	630	433

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

1694	920	1334	1072	831
------	-----	------	------	-----

Remark : As per IMS values

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

5.2.3.1. Number of outgoing student progressing to higher education.

Answer before DVV Verification : 177

Answer after DVV Verification: 532

Remark : As per IMS values

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	7	14	11	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	7	14	10	6

Remark : As per revised input from HEI

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

Answer before DVV Verification : E. <5 Lakhs

Answer After DVV Verification: B. 50 Lakhs - 100 Lakhs

Remark : As per IMS values

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:

2021-22	2020-21	2019-20	2018-19	2017-18
10	1	12	17	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
143	56	172	188	160

Remark : As per the IMS values

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
110	99	39	40	42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
186	169	58	158	70

Remark : As per IMS values

6.4.2 **Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	0	0	0	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20.78	59.58	51.91	12.13	10

Remark : As per the IMS values

6.4.3 **Funds / Grants received from non-government bodies, individuals, philanthropists during the**

last five years (not covered in Criterion III and V) (INR in Lakhs)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
816.62225	459.5	481	601.5	472.49508

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
468	459.5	481	601.5	472.49508

Remark : As per revision in the input and shifting balance 348 to metric 3.2.1

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

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

7.1.4 **Water conservation facilities available in the Institution:**

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

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: A. Any 4 or all of the above

2.Extended Profile Deviations

ID	Extended Questions										
1.2	Number of full time teachers year-wise during the last five years Answer before DVV Verification: <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>400</td><td>371</td><td>337</td><td>273</td><td>195</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	400	371	337	273	195
2021-22	2020-21	2019-20	2018-19	2017-18							
400	371	337	273	195							

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
400	371	319	271	195

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5556.98	3664.62	3343.15	2357.36	1886.19

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12417.12	4739.7	4733.18	2652.09	2484.32