

**SRM Institute of Science and Technology** (Deemed to be University u/s 3 of UGC Act, 1956)

### 7.2.1 BEST PRACTICES

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### **BEST PRACTICES**

### **TITLE OF THE PRACTICE -1**

#### I-D-E-A-T-I-O-N-S

#### 2. OBJECTIVES OF THE PRACTICE

- I Integrate industry inputs and requirements with academia
- **D** Design of curriculum jointly by academia and industry
- **E** Experts from industry handling key courses
- A Assemble collaborative projects with industry leading to publications
- **T** Track problems faced by the industry for offering optimal solutions
- I Infrastructure for Laboratories and events with the funding from industry
- **O** Opportunities capitalisation for student employment
- **N** Nurturing Training needs of Faculty, Students and Industry personnel
- **S** Societal Outreach programs jointly with industry

The underlying principle is that industry and institute shall mutually benefit from these practices for the common good of the society

### 3. THE CONTEXT

#### **Context and Challenges**

In India there exists a disconnect between the industry and HEIs. Normally they both work from their own silos. While industry feels that the HEIs are not doing enough to equip their students and not doing enough applied research to help them handle the rapid technical developments and societal expectations, HEIs, on their part are of the opinion that industry is reluctant to make use of their research output or that industry does not have that much confidence to invest and collaborate with the HEIs as they seek to solve their problems. In the



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present era as changes are taking place all-round at astounding speed, unless both industry and institutes support each other they will be doing a disservice to the global community. Training the graduates to be employment ready is but only a minuscule part the collaboration, just like a tip of an iceberg, whereas what is required is joining of hands of industry and HEIs in each and every aspect of their existence, which from the HEI point of view can be from admission to graduation to alumni support.

### 4. THE PRACTICE

### **Practice and Uniqueness**

SRMIST's collaboration with industry is multidimensional touching every aspect of university life. It is aimed at benefitting students, faculty, industry, parents and society.

### I - Integrate industry inputs and requirements with academia

- Filing of patents aimed at solving industry problems and commercialization of the same
- Consultancy work including of testing of industrial products

### D-Design of curriculum jointly by academia and industry

- Having industry experts in institutional bodies as per the mandate of the regulators is a commonplace thing. But at SRMIST every course is designed by a designated faculty, an industry expert and an external academic expert. This practice ensures that industry expertise is not merely used generically but, in a course-wise focused manner.
- A few UG and PG programs are run with the support of industry also.
- Industry representation in institutional bodies like Board of Management, Academic Council, Planning and Monitoring Board, Boards of Studies, IQAC, University Research Council

### **E** - Experts from industry handling key courses

 Though SRMIST revises its curriculum every three years or less, technological breakthroughs keep happening and more often than not they find application in industry first. In order to make the students aware of such advances one/two/three credit courses are offered which are designed by the industry experts.



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• Getting models from industry for demonstrations/training purposes

### A - Assemble collaborative projects with industry leading to publications

- SRMIST undertakes sponsored research projects in collaboration with industry. These projects are sometimes preceded by MoUs also.
- SRMIST makes joint publications with industry experts

### T - Track problems faced by the industry for offering optimal solutions

- Training to industry personnel to bridge the knowledge gap
- Incubation of start-ups based on industry requirement

### I - Infrastructure for Laboratories and events with the funding from industry

- Setting up industry supported labs
- Cocurricular events sponsored by industry
- Industry supported Techfests

### **O** - Opportunities capitalization for student employment

- Training for placement
- Campus recruitment
- Internship

### N - Nurturing Training needs of Faculty, Students and Industry personnel

Faculty members are deputed to industry to undergo internship like training to get themselves acquainted with the industrial practices. 94 faculty members have been benefited by this scheme Faculty Industry Immersion Program

- Training to industry personnel to bridge the knowledge gap
- Training for placement

### S - Societal outreach programs jointly with industry

Joining hands with local industry in undertaking social outreach

• Training to industry personnel



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#### **EVIDENCE OF SUCCESS OF IDEATIONS** 5.

The success stories are as follows:

Area of Empowerment	Outcome / Evidence	Associated Industry / Number of Industries	
I - Integrate industry inputs and	Number of industry personnel in institutional bodies	14 in institutional Bodies like Board of Management 35 in corporate advisory Board	
requirements with academia	Patents	101 granted	
	Start-ups	28 (5 years)	
	B.Tech CSE with Specialization in DSBS	TCS	
	B.Tech Automotive Engineering	Automotive Research Association of India (ARAI) Pune	
D-Design of curriculum jointly	B.Tech, Automobile Engineering with Specialization in Vehicle Testing	Global Automotive Research Center	
industry	M.Tech - Automotive Technology	Automotive Research Association of India (ARAI) Pune	
	Migration facility to do PhD by Service Personnel	Defense Services Staff College (DSSC)	
	Courses in every program jointly designed by academia and industry	Multiple industries	
E - Experts from	26 one/two/three/credit courses are offered in 10 departments	21	
key courses	Industrial training – mandatory for all students of E&T		
A - Assemble collaborative projects with	Research projects	65 agencies and 45 departments of SRMIST, 361 projects	



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Area of Empowerment	Outcome / Evidence	Associated Industry / Number of Industries
industry leading to publications	Joint Publications	619 (5 years)
-	Start-ups	28 (5 years)
T - Track problems faced by the industry for offering	Consultancy – average revenue per year – Rs. 1.45 Cr	154
optimal solutions	Technology Transfers	4
I - Infrastructura for	Industry supported Labs	32
Laboratories and	Simulation Center	STRATUS, BOSTON, USA
funding from	Patents	101 granted
maustry	MoUs	153
	Training for placement	21 companies
O - Opportunities capitalization for	Campus recruitment	1306 companies per annum
student employment	Internship	1347 internships through 152 companies
N - Nurturing	Training imparted to industry personnel	FORD, HYUNDAI, METECNO
Training needs of Faculty, Students and Industry	Faculty Industry Immersion Program	94 Faculty members – 15 departments
personnel	Industrial Training (Mandatory)	Around 8000 students per year
S - Societal outreach programs jointly with industry	Tie up with corporate hospitals	SIMS, Chennai SRM Global Hospitals

The outcomes listed above indicate that at SRMIST a conducive ecosystem exists which facilitates industry empowerment in a systematic way.



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### 6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

### **Problems Encountered**

When industry empowerment is required in a large and varied scale covering the abovementioned activities of the University, the first and foremost requirement is sustained dialogue with the industry. It is much more than inviting for one one-off meetings. Both industry and institute shall have follow-ups. SRMIST found this aspect of empowerment very difficult in the early days. However, with sustained efforts from both sides this obstacle has been overcome.

Second aspect is funding for research projects. Industry was very reluctant to provide funds for research in view of the long gestation periods for fructification. With the faculty of SRMIST expediting the research and demonstrating that they are capable of delivering the goods in a short time, confidence was gained and collaborations strengthened.

Third one is finding time for faculty to involve in IDEATIONS activities in addition to their teaching, academic research, administrative and other student centric activities. SRMIST has overcome this by providing flexi attendance timing for faculty, reduced workload for research track faculty and offering attractive incentives to them.

### **Resources required**

Since institute has to support the projects at least to an extent of 50% of project cost special allotments have to be made.

Recruitment of additional faculty over and above the minimum specified by the regulatory bodies.



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Area of empowerment	Outcome / Evidence	Associated industry / Number of industries	Link	
I - Integrate industry inputs and requirements with academia	Number of industry personnel in institutional bodies	14 in institutional Bodies like Board of Management	<u>View</u> Document	
uia and	B.Tech CSE with Specialization in DSBS	TCS		
by acaden	B.Tech, Automobile Engineering with Specialization in Vehicle Testing	Global Automotive Research Center	<u>View</u> Document	
lum jointly industry	M.Tech - Automotive Technology	Automotive Research Association of India (ARAI) Pune		
curricu	Migration facility to do PhD by Service Personnel	Defence Services Staff College (DSSC)		
D-Design of	Courses in every program jointly designed by academia and industry	Multiple industries	<u>View</u> Document	
E - Experts from industry handling key courses	26 one/two/three/credit courses are offered in 10 departments	21	<u>View</u> Document	
A - Assem ble collab orativ e projec ts with indust ry	Research projects	65 agencies and 45 departments of SRMIST	<u>View</u> Document	

### **Documentary Evidence – Best Practice - IDEATIONS**



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Area of empowerment	Outcome / Evidence	Associated industry / Number of industries	Link
	Consultancy – average revenue per year – Rs. 1.45 Cr	154	<u>View</u> Document
	Technology Transfers	4	<u>View</u> Document
	Joint Publications	619 (5 years)	<u>View</u> Document
	Start-ups	28 (5 years)	<u>View</u> Document
	Patents	101 granted	<u>View</u> Document
	MoUs	153	<u>View</u> Document
Track blems   by the stry for ering timal utions	Consultancy – average revenue per year –	154 clients	<u>View</u> Document
T - pro faced indu off solu solu	Rs. 1.45 Cr Technology Transfers	4	<u>View</u> Document
[- astru e for oorat s and ents h the ding om ustry	Industry supported Labs	30	<u>View</u> Document
I Infr ctur ctur Lab ories eve with fun fr	Simulation centre	STRATUS, BOSTON, USA	<u>View</u> Document
ties n for ent	(i) Training for placement	21 companies	
O - ortuni lizatio tudent loyme	(ii) Campus recruitment	1306 companies per annum	<u>View</u> Document
Opp capita st emp	(iii) Internship	1347 internships through 152 companies	
N - Nurturing Training needs of Faculty, Students and Industry personnel	Faculty Industry Immersion Program	94 Faculty members – 15 departments	<u>View</u> Document



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### **BEST PRACTICE -2**

### 1. TITLE OF THE PRACTICE - 2

#### Holistic Value Based Education (HVBE) through Universal Human Values (UHV)

Developing our university as a conducive environment that provide Holistic Value Based Education (HVBE) for Students, Faculty Members and other stakeholders. Education is a Fundamental Environment to Enrich the Self Exploration process to develop the Right Understanding for achieving full human potential at the individual level and developing an equitable and justice society for the National Development.

### 2. OBJECTIVES OF THE PRACTICE

- The primary objective is to promote and instil universal human values by integrating value-based education modules in the university's curriculum across various disciplines.
- To develop teaching and learning strategies aim to enhance students' self-awareness for deeper understanding of oneself.
- Encourage students to find intrinsic reasons for Education and learning and develop Self-confidence to empower students with their own capabilities and the resilience to face challenges.
- Imparting Integrity like being honest, ethical, and having strong moral principles. It involves consistency in actions and values, even when no one is watching.
- Integrating passion, empathy along with the sense of responsibility to build a strong interpersonal relationship, and a more compassionate and connected society.



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### 3. THE CONTEXT

### **Technological Advancements**

Contextual Feature: Technology is shaping education delivery and communication methods.

Challenge: Ensuring that technology doesn't dilute the depth and personal engagement required for meaningful values education.

### **Globalization and Cultural Diversity**

Contextual Feature: Different cultures have unique interpretations of universal values, and these interpretations should be respected and integrated.

Challenge: Navigating how universal values can be adapted to diverse cultural and global settings without diluting their essence.

### **Teacher Preparation and Development**

Contextual Feature: Teachers play a pivotal role in values education.

Challenge: Providing educators with adequate training to effectively teach and model universal values.

### **Pedagogical Approaches**

Contextual Feature: Effective pedagogical methods are crucial for engaging students in values education.

Challenge: Selecting instructional strategies that encourage journaling, self-reflection, and active participation.

### **Assessment Methods**

Contextual Feature: Assessments should reflect the depth of values understanding and application.

Challenge: Designing assessment methods that measure values development beyond traditional quantitative metrics.



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#### **Sustainable Implementation**

Contextual Feature: Sustainable implementation of values education requires long-term commitment.

Challenge: Overcoming the potential for shifts in educational policies, priorities, and leadership that could impact the continuity of values education efforts.

### 4. THE PRACTICE

Indian higher education shaped by a combination of practices and uniqueness, often influenced by its cultural context and several aspects come to the forefront. Adhering some Best Practices in our university

**Holistic Education:** Traditional Indian education systems often focus on holistic development, emphasizing not only academic knowledge but also physical, emotional, and moral growth.

**Spiritual and Ethical Values:** Indian education historically integrated spiritual and ethical teachings. Concepts like truth (Satya), non-violence (Ahimsa), and compassion (Karuna) are rooted in Indian philosophy. Incorporating these values into education promotes ethical behavior and a sense of responsibility towards others.

**Guru-Shishya Tradition:** The guru-shishya (teacher-student) relationship is deeply ingrained in Indian education. This personalized approach fosters strong bonds, mentorship, and mutual respect, contributing to the cultivation of universal values such as trust, respect, gratitude etc.

**Self-Body Regulation:** Practices like yoga and meditation, deeply rooted in Indian culture, emphasize the importance of a balanced and healthy self-body connection.

**Community Engagement & Social Harmony:** Indian higher education can play a role in promoting social harmony by addressing issues related to caste, religion, and gender. This practice encourages students to connect with societal issues, promoting values and civic responsibility



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### Constraints and Limitation that hinder the effective implementation

**Rote Learning Tradition:** This can hinder the development of critical thinking, creativity, and a deeper understanding of human values.

**Curricular Overload:** Indian university curricula are often dense and rigid, leaving little room for incorporating courses on ethics, values, or personal development.

**Lack of Faculty Training:** Faculty members might not always be adequately trained to integrate values and ethics into their teaching. This can lead to a gap between the intended values-based curriculum and the actual classroom experience.

Cultural Diversity: Balancing local cultural values with universal values can be complex.

**Assessment Methods:** The emphasis on high-stakes examinations can discourage experimentation with innovative teaching methods that promote values-based education.

**Bureaucracy and Institutional Inertia:** Universities often have bureaucratic structures that can hinder quick adaptation to new teaching methodologies or curriculum changes that emphasize universal human values.

**Societal Expectations:** There might be a mismatch between the values promoted in higher education and the societal emphasis on competition, material success, and social status. This leads to a lack of alignment between academic values and real-world behavior.

### 5. EVIDENCE OF SUCCESS

The success of implementing universal human values in our university evaluated, along with potential indicators and their implications:

- 739 UHV Introductory and 165 UHV-II certified faculty members.
- Implemented Student Induction Program (UHV-1 during SIP) since Aug 2022 as per NCC-IP guidelines.
- Inclusion of UHV II mandatory 3 Credit Course in the Curriculum
- Close to 25000 students benefitted.



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### Faculty and Student Behavior and Attitudes:

Indicator: Decrease in instances of bullying or aggressive behavior among students and faculty

Implication: This could indicate that the values education program has positively influenced students' and faculty with the right feeling of relationships, empathy, and conflict resolution skills.

### **Ethical Decision-Making:**

Indicator: Students demonstrating improved ethical decision-making skills through real-life scenarios.

Implication: This show that values education has helped students develop critical thinking skills, consider ethical implications, and make moral decisions.

### **Community Engagement:**

Indicator: Increase in student participation in community service projects or volunteering activities.

Implication: This could signify that values education has fostered a sense of responsibility toward society and a willingness to contribute positively.

### **Faculty and Student Feedback:**

Indicator: Positive feedback from Faculty and Students indicating that values education has been beneficial in their personal and professional lives.

Implication: Few stories can demonstrate the long-term impact of values education on personal development

### **Recognition:**

Indicator: Institutional recognition for values education initiatives

Implication: Recognition can indicate that the institution's efforts in promoting universal values are acknowledged and appreciated.



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### 6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

#### **Problems Encountered:**

Few stakeholders might not fully understand the significance of universal human values in education, leading to skepticism or apathy toward its implementation.

Balancing values education with the existing curriculum can be challenging, especially if there's a perception that it might reduce time for core academic subjects.

Measuring the effectiveness of values education through traditional assessment methods might prove difficult due to the subjective nature of values development.

Faculty require training to effectively integrate values education into their teaching methods and classroom discussions.

#### **Resources Required:**

Frequent Faculty Development Programs to impart values.

Resources for curriculum experts to design and revise courses to incorporate values in education seamlessly.

Development of assessment methods that measure values understanding, ethical decisionmaking etc

Support from institutional leadership to provide direction and create a conducive environment for values education.

Developing strategies to ensure the long-term sustainability of values education initiatives despite potential challenges

### **IMPACT OF THE PRACTICE**

In accordance with the survey on students and faculty, 80.42% of students and 92% of Faculty feel that UHV has made positive impact on them. The results are shown below:



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### Holistic Value Based Education (HVBE) through Universal Human Values (UHV)

	Strongly	Agree	Neutral	Disagree	Strongly
Students Feedback (4801)	agree				disagree
To what extent did UHV-I help you in	45.46	35.99	15.58	2.24	0.70
developing a holistic vision of life?					
How relevant is the knowledge of	51.23	33.65	12.43	1.95	0.70
Universal Human Values in achieving					
your basic aspirations in life (How					
relevant is the knowledge of Universal					
Human Values in identification of					
your basic aspiration/goal)?					
How interested are you to attend the	42.28	28.68	20.16	5.35	3.52
UHV-II course in a future semester					
How essential are Universal Human	52.92	31.47	12.80	1.97	0.81
Values in addressing to your concerns					
and resolving the problems around					
you (In UHV-I, problems were					
referred as concerns) ?					
Faculty Feedback (613)	Strongly	Agree	Neutral	Disagree	Strongly
Faculty Feedback (613)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Faculty Feedback (613)         Understood importance of value	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Faculty Feedback (613)         Understood importance of value education?	Strongly agree 63.30	<b>Agree</b> 31.65	Neutral 3.92	<b>Disagree</b> 0.33	Strongly disagree
Faculty Feedback (613)Understood importance of value education?Do you feel this program will help for	Strongly agree 63.30	<b>Agree</b> 31.65	Neutral 3.92	<b>Disagree</b> 0.33	Strongly disagree 0.82
Faculty Feedback (613)Understood importance of value education?Do you feel this program will help for your self transformation by right	Strongly agree 63.30	<b>Agree</b> 31.65	Neutral 3.92	<b>Disagree</b> 0.33	Strongly disagree 0.82
Faculty Feedback (613)Understood importance of value education?Do you feel this program will help for your self transformation by right understanding?	Strongly agree           63.30           54.98	Agree 31.65 34.42	<b>Neutral</b> 3.92 8.32	<b>Disagree</b> 0.33 1.79	Strongly disagree 0.82 0.49
Faculty Feedback (613)Understood importance of value education?Do you feel this program will help for your self transformation by right understanding?Do you feel it will help to enhance	Strongly agree           63.30           54.98	Agree 31.65 34.42	Neutral 3.92 8.32	<b>Disagree</b> 0.33 1.79	Strongly disagree 0.82 0.49
<ul> <li>Faculty Feedback (613)</li> <li>Understood importance of value education?</li> <li>Do you feel this program will help for your self transformation by right understanding?</li> <li>Do you feel it will help to enhance right relationship with others</li> </ul>	Strongly agree           63.30           54.98           53.51	Agree 31.65 34.42 36.05	Neutral           3.92           8.32           8.81	Disagree 0.33 1.79 1.14	Strongly           disagree           0.82           0.49           0.49
Faculty Feedback (613)Understood importance of value education?Do you feel this program will help for your self transformation by right understanding?Do you feel it will help to enhance right relationship with othershave you understood we need to do	Strongly agree           63.30           54.98           53.51	Agree 31.65 34.42 36.05	Neutral 3.92 8.32 8.81	Disagree 0.33 1.79 1.14	Strongly           disagree           0.82           0.49           0.49
Faculty Feedback (613) Understood importance of value education? Do you feel this program will help for your self transformation by right understanding? Do you feel it will help to enhance right relationship with others have you understood we need to do right utilization of physical facility	Strongly agree           63.30           54.98           53.51           55.14	Agree 31.65 34.42 36.05 38.01	Neutral           3.92           8.32           8.81           5.55	Disagree 0.33 1.79 1.14 0.49	Strongly           disagree           0.82           0.49           0.49           0.82
Faculty Feedback (613) Understood importance of value education? Do you feel this program will help for your self transformation by right understanding? Do you feel it will help to enhance right relationship with others have you understood we need to do right utilization of physical facility understood the need of self and body	Strongly agree           63.30           54.98           53.51           55.14	Agree 31.65 34.42 36.05 38.01	Neutral           3.92           8.32           8.81           5.55	Disagree 0.33 1.79 1.14 0.49	Strongly           disagree           0.82           0.49           0.49           0.82
Faculty Feedback (613) Understood importance of value education? Do you feel this program will help for your self transformation by right understanding? Do you feel it will help to enhance right relationship with others have you understood we need to do right utilization of physical facility understood the need of self and body is different	Strongly agree           63.30           54.98           53.51           55.14           55.95	Agree         31.65         34.42         36.05         38.01         35.56	Neutral           3.92           8.32           8.81           5.55           7.01	Disagree 0.33 1.79 1.14 0.49 0.82	Strongly         disagree         0.82         0.49         0.49         0.82         0.82
Faculty Feedback (613) Understood importance of value education? Do you feel this program will help for your self transformation by right understanding? Do you feel it will help to enhance right relationship with others have you understood we need to do right utilization of physical facility understood the need of self and body is different do you feel taking this UHV content	Strongly agree           63.30           54.98           53.51           55.14           55.95	Agree 31.65 34.42 36.05 38.01 35.56	Neutral           3.92           8.32           8.81           5.55           7.01	Disagree 0.33 1.79 1.14 0.49 0.82	Strongly         disagree         0.82         0.49         0.49         0.82         0.65
Faculty Feedback (613) Understood importance of value education? Do you feel this program will help for your self transformation by right understanding? Do you feel it will help to enhance right relationship with others have you understood we need to do right utilization of physical facility understood the need of self and body is different do you feel taking this UHV content will shape the thought process and	Strongly agree           63.30           54.98           53.51           55.14           55.95	Agree         31.65         34.42         36.05         38.01         35.56	Neutral           3.92           8.32           8.81           5.55           7.01	Disagree 0.33 1.79 1.14 0.49 0.82	Strongly         disagree         0.82         0.49         0.49         0.82         0.82
Faculty Feedback (613) Understood importance of value education? Do you feel this program will help for your self transformation by right understanding? Do you feel it will help to enhance right relationship with others have you understood we need to do right utilization of physical facility understood the need of self and body is different do you feel taking this UHV content will shape the thought process and bring some values	Strongly agree           63.30           54.98           53.51           55.14           55.95           58.56	Agree 31.65 34.42 36.05 38.01 35.56 33.44	Neutral           3.92           8.32           8.81           5.55           7.01           6.85	Disagree 0.33 1.79 1.14 0.49 0.82 0.65	Strongly         disagree         0.82         0.49         0.49         0.82         0.65         0.49



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### **Documentary Evidence -HVBE-UHV**

Best Practice -2

#### Holistic Value Based Education (HVBE) through Universal Human Values (UHV)

### **Additional Information**

Description	Link	
Value Education Cell	View Web Page	
SRM UHV Introductory course Statistics	View Document	
SRM UHV-II course Statistics	View Document	
SRM UHV Statistics – 2022-23	View Document	
SRM UHV Activities Report	<u>View Annual report</u>	
Students Post Feedback	<u>View Sheet</u>	
Faculty Feed Back	<u>View Sheet</u>	
Video (Video) feedback	<u>Play Video</u>	
Student (Video) feedback	<u>Play Video</u>	

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