SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MEHR CHAND MAHAJAN DAV COLLEGE FOR WOMEN

MEHR CHAND MAHAJAN DAV COLLEGE FOR WOMEN, SECTOR 36-A,
CHANDIGARH.
160036
mcmdavcwchd.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The founding organization of this more than half-a-century old institution is the DAV College Managing Committee, New Delhi which works according to guiding principles of the Arya Samaj founded by Swami Dayanand Saraswati ji, who envisioned an open social system with education and not birth as the determinant of status. To him, a system of education that did not envisage the real state of the society was not true education. It was to commemorate the exemplary life of this great alleviator of the people, that the first DAV school was created by Mahatama Hansraj ji in 1886, which later became a college in 1889. That one stream that emanated from the fountainhead of Arya Samaj has today grown into a vast ocean of around 1000 institutions in India and abroad under the able stewardship of Dr. Punam Suri ji, Padamshree Awardee, the President of DAV Colleges Management Committee.

It was under the patronage of this great organization with a glorious history of campaign for women education that Mehr Chand Mahajan Dayanand Anglo Vedic College for Women, Chandigarh (hereafter referred to as MCM),was established by the DAV College Managing Committee, New Delhi. The inception of the institution was dedicated to the exceptional contribution of Justice Mehr Chand Mahajan, the 3rd Chief Justice of India, and the former Prime Minister of Jammu and Kashmir, it was named after him. Born in 1968, sprawling over an area of 16.11 acres, fed on the illustrious principles of Arya Samaj, guided by the progressive vision of its dynamic administrators, MCM has grown by leaps and bounds in its journey of 54 years and has become a force to reckon with in any and every field.

Vision

The sole objective of the college has been to contribute positively to national development by producing a consistent stream of globally competent women who would be the next generation of policymakers and decision-makers, fully aware of their appropriate place in society. They are continually motivated by the ideals ingrained in them to care for and repay society by maximising the use of their skills, educational inputs, and moral framework. Over the passage of time, quality parameters have been imbibed at all levels with a phased approach through the processes of recognizing, ascertaining sustainability, promulgating and espousing the best-known procedures in various domains.

Mission

Being fully cognizant of the current National Education Policy (NEP), unremitting efforts of the college have been directed towards innovation to bring about paramount value addition to all operations, in sync with the gradient of complete satisfaction of all stakeholders and the benefits of education to society in general. The aim is to devise strategies, that are futuristic, inclusive of plurality, open-ended, and culminate in balanced development. These are deliberated upon and subsequently institutionalized, once the affinity of the specific practice with the institutional environment and value system has been established. In keeping with its Vision and Mission, the institution is ever receptive and willing to adopt such innovative methodologies. It constantly endeavours to overcome any impeding interplay between individual or institutional factors in that objective, with global and environmental good in close focus.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Special emphasis on faculty and staff development and holistic growth of students
- The institution is guided by the eternal principles of Vedic philosophy which are instrumental in Institutional and Character building
- The college enjoys peerless reputation as one among the topmost women colleges in the region for more than half a century. It has been ranked 35th among colleges for Arts, 34th in Science, 45th in Commerce, 72nd in BBA and 22nd in Mass Communication, in a survey conducted by *India Today* at national level in the year 2022.
- College attracts foreign students from the world over and is listed on the International portal of AICTE
- 200 Top-ten positions in PU in 2021 testify level of quality teaching.
- Impressive building and modern infrastructural facilities including a well-stocked and air-conditioned digital library, Digital Lounges, G-suite platform for online classes and Wi-Fi enabled campus
- Consistent contribution to environmental regeneration, sustainable development and village work
- Value-based quality education augmented through extensive feedback and responsive action
- Safe and comfortable hostel facility offering amiable environment and latest facilities to nearly 1000 students.
- A wide variety of streams at UG level (Humanities, Commerce, Science, Computer Applications) and 7 Add-on Courses along with 3 Skill based degree and diploma Courses under UGC-NSQF
- PhD and MPhil degrees in English under its Research Centre and Postgraduate courses in 8 subjects
- Awards/ Incentives/ Cash Prizes to outstanding performers in academics, sports and cultural activities.
- Quality teaching, innovative pedagogical techniques and technologies employed by highly qualified, dedicated and experienced faculty
- Quality research in sync with the changing dynamics of higher education supported, acknowledged and rewarded through the Research Seed Money of the institution
- Excellent student-teacher rapport through a robust Mentorship programme
- Experiential learning through regular workshops, extension lectures by experts, field and industrial visits, Internships, educational tours etc.
- Opportunities for development of innovative ideas and vocational skills through proactive and 4-star rated IIC (Institution's Innovation Council), Skill Development Cell, Incubation Centre, Instrumentation Facility and Start-up Cell
- Placement Cell and Career Counselling Cell for providing employment opportunities and comprehensive employment guidance
- A long list of well-placed and widely recognized alumni some of whom joined institutions such as United Nations, Oxford, Harvard, Nottingham and TISS.

Institutional Weakness

- Infrastructural expansion limited by restrictive construction norms
- Need to tap newer areas of learning by way of innovative courses, Add-on and Skill-based Courses to enhance employability and entrepreneurship
- Collaborations with other institutions of higher learning to facilitate student-exchange programmes needed
- Limited scope of growth as an affiliated college

- Can have more Research Centres in the institution, given a highly qualified staff
- Limited involvement of in-house potential and intellectual capital of the faculty in offering counselling, designing curriculum and planning innovative courses as Academic Bodies at the University are elected
- Scope for augmentation in innovative activities

Institutional Opportunity

- Located in Chandigarh, the educational hub for North India, attracting the best academic talent from across the region
- The potential to shape young women into empowered and sensitized catalysts to bring about societal transformation
- A sprawling campus facilitating environmentally progressive and regenerative initiatives
- Proximity to Panjab University campus offers wide opportunities for research in almost every discipline
- Since the college is a Postgraduate institution and has its independent Research centre, it offers research facilities to both students and faculty of the region
- Chandigarh is a young city where latest technology is easily available. It is easy to procure pedagogical aids, equipment and gadgets to facilitate effective teaching.

Institutional Challenge

- Inclination of students to opt for technical courses or to migrate to other countries
- Inability to introduce more skill-based courses
- Limited funds and grants from outside agencies to further innovative and collaborative initiatives
- Tough competition due to the mushrooming of comparatively affluent private universities with advanced infrastructural facilities
- Growing expenditure due to inflation and after-effects of COVID 19 pandemic
- Limitations of the prescribed curriculum to meet the demands of the industry
- Career-orientation and progression of girl students from rural backgrounds, impeded by socio-economic factors
- Women alumni being comparatively less involved in institutional initiatives than their male counterparts
- Fewer placement opportunities in the city due to limited industrial and IT establishments

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The fulcrum around which the academic, cultural and extracurricular activities of the education-provider revolve, is the curriculum. Its efficient implementation is contingent to the administrative bodies, members of faculty, students as well as infrastructural support. The college has a clearly established vision in terms of learning objectives and course outcomes that are communicated to all its stakeholders in a methodical manner. A wide selection of programmes is available that allows ample academic flexibility and feedback from numerous agencies is taken into account when new programmes are introduced, or old ones reviewed or redesigned. Recently, all segments of the institution displayed commendable initiative in rising to the challenge posed by the pandemic, to switch over to online classes, keeping the needs of the students as foremost.

The college has operationalized its curriculum and pedagogy to forge a moral tenor among students, and enhance their employability in addition to imparting specified curriculum education. It also promotes entrepreneurial skills in its stakeholders. Vocational courses oriented towards self-employment, skill-enhancing workshops and initiation for start-ups are also offered in the college to make women proficient in life skills. PG diploma courses, certificate courses, diploma and advanced diploma add-on courses at UG level are offered across diverse streams to widen the career opportunities. To add to their employability quotient, the college has a Placement Cell and a Career Counselling Cell which guide the students about the availability of various career avenues and hold regular Placement Drives and Job fests that offer a platform to both job seekers and job providers.

Efficient delivery of curriculum is concretized through needs-oriented teaching, outreach-based activities, socially relevant application and usage of innovative pedagogical techniques including experiential learning. Various action plans are devised to implement and strengthen the curriculum, in addition to recommending appropriate books and online sources along with prescribing supplementary reading material and audio/visual aids. The faculty members have been designing curricula/ innovative courses and also give meaningful inputs for curriculum as members of several academic and administrative bodies of the University.

Teaching-learning and Evaluation

Teachers, learners and learning environment constitute the trilateral system of teaching, learning, and evaluation. Teachers devise teaching plans, select suitable methodology, procure the requisite teaching material and execute the plan. They act as facilitators for students, in gathering knowledge from diverse sources, thereby encouraging participative learning. An important component of pedagogy is the course-content and presentation techniques which make the teacher-taught interaction meaningful and fruitful. Evaluative techniques applicable to various stages of syllabus progression such as class-tests, class-presentations, peer-evaluation, MSTs, End-semester examination etc. form part of a composite process of determining the quality of the learning experience provided in the classroom and the extent to which the desired goals have been accomplished.

At MCM the adoption of ICT-based techniques has generated a prototypical shift in both content and pedagogy. Those teaching methods are adopted that cater to the diverse needs of students so as to give them maximal benefit. The teachers usually go beyond the prescribed syllabi by employing an interdisciplinary approach and providing the students, an experiential learning of the subject too, instead of mere bookish knowledge. Academic initiatives sponsored by National and State agencies, along with collaboration with other institutions for knowledge sharing are taken up enthusiastically. The timely acquisition of the g-suite platform by the college, during the pandemic time, ensured that the teaching process continued uninterrupted even during the most difficult phase.

Theexamination system is fully computerized, digitized and transparent. The filling of forms, paying of fee, uploading of marks and dissemination of result statements is done online. The evaluation process completely adheres to the guidelines stipulated by the affiliating University for conducting House examinations. The results are informed to the parents too and the students are given an access to the answer scripts. The assessment is marked according to the parameters laid down by the University and it is then displayed for the students before submission. Evaluation is done both quantitatively through oral, written and practical techniques as well as qualitatively through cumulative records and is treated methodically to bring about the best possible level of learning outcome.

Research, Innovations and Extension

Research has become an inextricable component of learning, as keeping abreast with the ever-widening horizons of knowledge and the latest developments in various fields, is indispensable. Up-to-date information, out-of-the-box contemplation and innovative talents arethe established tools for development at all levels.The institution has allocated an annual Research Seed Money and Innovation Seed Money of Rs.10 lakhs each. There is a 4-star rated IIC which regularly organizes and attends sessions on Business Model Canvas (BMC), Business Plans, Funding etc. promotes the culture of innovation and research. The college regularly conducts research-based activities such as seminars/webinars, extension lectures, field-visits, workshops, data-analysis workshops, faculty training sessions etc.The college is registered on the National Portal of National Skill Development Corporation as a skill provider and has also been declared Vocational Education Nai Talim Experiential Learning Action Plan Institution by Ministry of Education, Government of India. Teachers and students collaborate to explore the frontiers of knowledge, which they then publish together. Since the last accreditation cycle, a good proportion of members of faculty and students have published several books, chapters in books and papers in prestigious national, international and UGC Care-listed journals. Manymembers of faculty are supervising PhD and MPhil research scholars. The Postgraduate Department of English of the college was assigned an independent Research Centre in 2017. The centre has been successfully running PhD and MPhil programmes with 14 students enrolled under it.The organisation offers comprehensive infrastructural support and incentives to attain the best research output. The publication of the annual research journal *New Horizons*, Wi-Fi enabled campus, Multidisciplinary Research Lab are ample evidence of the commitment of the institution to promote scientific and research-based studies. The establishment of a Research committee, Ethics Committee, collaboration with industries and other institutes give impetus to research in the college. The college has collaborated with renowned organizations and has signed MOUs with industries to promote real-time project development. Institution is a forerunner in organizing extension activities such as NSS, UBA, Swachhta, EBSB,Blood Donation Camps, Awareness Drives, celebration of important days and many more.

Infrastructure and Learning Resources

Our college has been undertaking need-based advancement and enrichment of academic programmes, knowledge capital and infrastructural expansion whenever required, with a special focus on learner-friendly and socio-economic demands. During the COVID pandemic, the college was among the first institutes to acquire the G-suite platform for uninterrupted online teaching. Training sessions were also organized for the faculty as well as the non-teaching staff to smoothly adapt to the new mode of teaching.

The college was awarded the1st rank in the country for its cleanliness, during a Swachhta Sarvekshan in 2018 by the Ministry of Human Resource Development, Government of Indiaand the 3rd Rank in Best Citizen Led Initiative, Swachh Sarvekshan, Swachh Bharat Mission (Urban) by the Ministry of Housing and Urban Affairs, Government of India in 2019. The educational, social, environmental and extracurricular needs of the students are kept under focus and provided for with specific funding, which is set aside for building infrastructure and advancement of facilities. An Incubation Centre, Instrumentation facility, Central Reading room, Multidisciplinary Research Centre, B.Voc. Lab, Mathematics Lab, Recording Studio, Digital Lounges and Mini-libraries in all Hostel Blocks and Fitness Courts in college and Hostelform part of the infrastructure. Anew Golden Jubilee wing comprising an Administrative Block, a Multi-Purpose Gymnasium, a Conference Hall and another Fitness Court has been recently inaugurated to mark the auspicious fifty-year milestone of the institute in 2018.

We are continually striving to provide our users with the latest learning resources possible in the classes as well as in the library through e-learning resources like the DELNET, INFLIBNET and facilities such as web OPAC. Throughout the lockdown period, teachers were working from their homes, preparing and sharing lecture modules and e-content with the students. Many of the faculty members are involved with the preparation of lessons for e-Pathshala on various topics. Overall, the institution has a well-planned and updated infrastructure, as well as access to contemporary learning resources, all of which are utilized extensively and optimally in order to bring about substantive advances in the field of education and attain desirable outputs.

Student Support and Progression

The college ensures wholesome involvement of students for their holistic development. In every sphere – academic, infrastructural, economic and psychological – effort is made to offer the students with the best available support and amenities. No wonder, our alumni have reachedthe United Nations, Indian Embassy, USA, Harvard University, University of Nottingham, England, Tata Institute of Social Sciences, Kings College, London, Royal Holloway University of Londonand many more including a State Cabinet Minister, a Vice Chancellor, Civil Servants, Armed Forces Officers, Paratroopers, Actors etc. A dedicated Admission Committee for College Online and Centralized Admissions along with an Admission Helpline well-displayed on Website properly informs students about the admission process, the tuition fee structure, refund policy, required documentation and the available student-support services. Apart from supporting needy and deserving students in the form of scholarships, cash prizes, freeships and fee concessions, a Blessings scheme involves special donations for poor students. The college provides facilities and services for physically challenged, academically weak, and international students with specific needs, to ensure maximum inclusion. The progress of students is constantly supervised and even tracked after they pass out from the institution. Numerous awards won by students in contests at the inter-college, inter-zonal, intervarsity, and national levels amply prove that they are encouraged to participate in extracurricular, co-curricular and sports activities by providing the best possible opportunities, guidance and training. The college offers courses through the National Skill Certification and Employment Generation Program, experiential training through the Skill Development Council and Institute Innovation Cell, several vocational and skill-based Add-on courses, guidance in higher education, frequent interface with industry, career counselling, and Placement Drives, all with the intention of improving the employability quotient of its students. Emotional counselling is provided through a Psycho-social Support Cell, Gitanjali Helpline and a streamlined Mentorship programme.They worked throughout the pandemic in Online mode to provide psychological support. A zero-tolerance for ragging and swift redressal of any kind of grievances, ensure a safe and secure environment for holistic growth. Their consciousness of their rights is enhanced through the Legal Literacy Cell.

Governance, Leadership and Management

The institution strives to be an outstanding seeker of the highest quality in all aspects of its operations led by the DAV College Managing Committee, the largest NGO in the field of education in India, with the ideals enshrined in its Vision and Mission serving as beacon lights. Under the keen supervision of the IQAC, incessant pursuit of quality is the factor that unifies the entire institution, from the governing framework to the range of academics and co-curricular activities. Leadership is efficaciously exercised in a way that facilitates decentralized decision making, management through deliberation, and dynamic incorporation of the faculty and stakeholders at multiple levels. The offices and departments of the institution are governed according to a well-drafted Strategic Plan on the principles of participation and transparency. The Heads/Deans / Conveners of various bodies are provided suitable facilities, infrastructure and sufficient autonomy for purposeful

involvement. Participationof students in management is encouraged through assigning them important roles in committees such as IQAC, Alumni and MERAKI team, Swachhta Committee, Character Building Committee, NSS, NCC, Unnat Bharat Abhiyan etc.

E-governance has been implemented in various areas of functioning. The human resource is continually developed and cared for through applicable welfare and updation programmes for its constituents. Prescribed Codes of Conduct are in force for all organs of the organisation, along with a committee to monitor adherence to these by all quarters. The institution effectively mobilizes resources with an ERP Policy and many other policies in place, along with planning development strategies for optimum generation and usage of finances. Regular and standardized budgeting and auditing procedures in all fields, such as Green Audit, Academic Audit, Energy Audit, Financial Audit etc. are undertaken as a practice both at the internal level as well as by external agencies. Fair and expeditious grievance redressal mechanisms exist at all operational levels.At MCM, quality is a culture and appropriate actions directed towards organizational development are readily undertaken.

Institutional Values and Best Practices

In theacademic competitiveness in higher education today, professionalistic approaches entrenched in ethics, values and indigenous healthy practices act as catalysts for quality improvement in the system as a whole. IIC, the Institution's Innovation Council works with the purpose of creating a temper of innovation supporting start-up mechanisms in HEIs.

MCM-family is aware of the indispensability of women-empowerment. Institutional mechanisms encourage gender-sensitivity and gender-equity. The security of the girl students is especially monitored through CCTV cameras installed all over the campus. Women employees are provided a special facility of an on-campus crèche for their children.

The college maintainsclean and green environs to engender an environment-friendly approach aimed at active engagement and sensitization of the students. The college has been awarded for the Best ECO-Club as well as the Best Herbal Garden, by the Department of Environment, Chandigarh Administration and in 2022. Biodegradable items such as jute, paper, cloth and wood are promoted while restricting polythene and plastic usage. Alternate sustainable sources of energy are constantly adopted. Solar panels have been installed throughout the campus, resulting in a negative electricity bill of the college for two years. Liquid, solid and e-waste are disposed of responsibly. Waste from the college mess is reused in the form of Biogas and water is recycled through a Sewage Treatment Plant. Vermin composting unit is set up. Battery-operated vehicle and bicycles is employed for commuting within the campus. With maximum inclusion as the objective, efforts are directed towards providing a friendly and barrier-free environment for the differently-abled, with special washrooms and other supportive facilities like a ramp, lift, wheel chair, white cane and screen magnifier for the visually impaired.

College organizes Hawans, promotes sustainable organic farming, and free Yoga training is offered to all. 60-day Yoga Programme and 45-day Fitness Programmes were recently concluded. A unique Induction Programme to familiarize the new entrants with the college rules is an annual feature. Rootedness in Vedic values and culture is strengthened through multifarious events organized by a devoted Character-building Committee. All this contributes immensely to the achievement of the institutional objectives of constant quality improvement in the core practices of the college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MEHR CHAND MAHAJAN DAV COLLEGE FOR WOMEN
Address	Mehr Chand Mahajan DAV College for Women, Sector 36-A, Chandigarh.
City	Chandigarh
State	Chandigarh
Pin	160036
Website	mcmdavcwchd.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Nisha Bhargava	0172-2603355	9815758400	0172-2613047	principal_mcmdavcollege@yahoo.com
IQAC / CIQA coordinator	Vibha Sharma	0172-4648427	9815908427	-	iqacmcmdav@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	29-06-1968

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Chandigarh	Panjab University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-09-1968	[View Document](#)
12B of UGC	01-09-1968	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes [autonomydoc_1658291748.pdf](#)
If yes, has the College applied for availing the autonomous status?	No

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Institutional Ranking Framework Ministry of Education Government of India
Date of recognition	15-07-2022

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Mehr Chand Mahajan DAV College for Women, Sector 36-A, Chandigarh.	Urban	16.11	26058.91

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Social Sciences	36	Twelfth	English + Hindi	1000	932
UG	BVoc,Pg Department Of Commerce	36	Twelfth	English	25	3
UG	BCom,Pg Department Of Commerce	36	Twelfth	English	343	311
UG	BCom,Pg Department Of Commerce	36	BCom I	English	75	50
UG	BCom,Pg Department Of Commerce	36	BCom I	English	75	72
UG	BCom,Pg Department Of Commerce	36	BCom I	English	75	68
UG	BBA,Pg Department	36	Twelfth	English	56	54

	Of Commerce					
UG	BSc,Sciences	36	Twelfth	English	157	97
UG	BSc,Sciences	36	Twelfth	English	69	22
UG	BSc,Sciences	36	Twelfth	English	80	42
UG	BSc,Sciences	36	Twelfth	English	104	76
UG	BCA,Department Of Computer Applications	36	Twelfth	English	106	89
UG	BA,Pg Department Of English	36	BA I	English	130	122
UG	BA,Pg Department Of Hindi	36	BA I	Hindi	60	7
UG	BA,Pg Department Of Sociology	36	BA I	English + Hindi	60	47
UG	BA,Pg Department Of Economics	36	BA I	English + Hindi	100	93
UG	BA,Pg Department Of Psychology	36	BA I	English	120	117
UG	BSc,Department Of Physics	36	BSc I	English	40	16
UG	BA,Department Of Public Administration	36	BA I	English + Hindi	60	53
UG	BA,Departm	36	BA I	English +	60	52

	ent Of Political Science			Hindi		
UG	BA,Department Of Punjabi	36	BA I	Punjabi	60	4
UG	BA,Department Of History	36	BA I	English + Hindi	60	24
PG	MCom,Pg Department Of Commerce	24	Graduation	English	52	40
PG	MA,Pg Department Of English	24	Graduation	English	72	64
PG	MA,Pg Department Of Hindi	24	Graduation	Hindi	72	4
PG	MA,Pg Department Of Sociology	24	Graduation	English + Hindi	72	43
PG	MA,Pg Department Of Economics	24	Graduation	English + Hindi	72	50
PG	MA,Pg Department Of Psychology	24	Graduation	English	52	44
PG	MSc,Pg Department Of Chemistry	24	Graduation	English	52	42
PG	MSc,Pg Department Of Math	24	Graduation	English	52	46
PG Diploma recognised by statutory authority	PG Diploma, Department Of Computer Applications	12	Graduation	English	30	19

including university							
PG Diploma recognised by statutory authority including university	PG Diploma, Department Of Mass Communication	12	Graduation	English	40	10	
Doctoral (Ph.D)	PhD or DPhil,Pg Department Of English	60	Post Graduation	English	22	12	
Pre Doctoral (M.Phil)	MPhil,Pg Department Of English	18	Post Graduation	English	6	1	

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				21				97
Recruited	0	0	0	0	0	21	0	21	2	76	0	78
Yet to Recruit				0				0				19
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				82
Recruited	0	0	0	0	0	0	0	0	0	82	0	82
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				26
Recruited	15	3	0	18
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	14	6	0	20
Yet to Recruit				6

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				6
Recruited	0	0	0	0
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	5	0	0	5
Yet to Recruit				1

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	13	0	0	61	0	74
M.Phil.	0	0	0	0	6	0	0	5	0	11
PG	0	0	0	0	2	0	2	10	0	14
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	43	0	43
M.Phil.	0	0	0	0	0	0	0	8	0	8
PG	0	0	0	0	0	0	0	31	0	31
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	3	0	3

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	932	3727	0	9	4668
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	115	521	0	5	641
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	14	15	0	0	29
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	6	8	0	0	14
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	2	19	0	0	21
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	1	0	0	1
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	223	194	240	230
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	47	40	50	42
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	230	175	276	293
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	4971	4830	4669	4849
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	100	70	6
Total		5471	5339	5305	5420

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	• The College provides access to multiple disciplines and offers Programmes/ Courses in various streams- Arts, Science and Commerce with a wide choice of elective subjects. Since the affiliating University has not implemented adopted CBCS as of now, the College offers multidisciplinary Add On Coursessuch as Communicative English, Cosmetology & Beauty Care, Video Reporting, Interior Designing & Decoration, French and Horticulture& Landscaping are open to students of all streams. • Moreover, the subjects of English, History and Culture of Punjab/Punjabi and Environmental education are mandatory for all students across streams. • Membership of NSS, NCC, EBSB, Unnat Bharat Cell

	and Rotaract Club, etc.is open to all streams and classes. Participation in various social and community outreach activities fosters a sense of unity and an inclusive approach. • The College encourages the faculty and students to carry out multidisciplinary research and research projectson socially relevant issues. These studies are supported through generous financial supportout of Research and Innovation Seed Funds. • The institution regularly conducts FDPs/Webinars/Workshops on interdisciplinary topics for academic and skill enhancementof the teaching faculty and non-teaching staff across all disciplinesfor example,Green Audit and its Relevance; Investors Awareness Programme; e-Content: Designing and Deployment using G-Suite; ICT and Business Communication; National Education Policy 2020: National and International Aspirations for Education in India etc. • A significant inter-disciplinary endeavour of the college was an International Conference on 'Soul in Symphony: Spiritual and Pragmatic Aspects of Happiness' in 2017. This mega-event received an enthusiastic response from academicians, research scholars and students across disciplines and geographical boundaries. • Cognizant of the institutional responsibility towards preserving a green environment, the college conducted a month long awareness programme titled "Green Home" in which student researchers across disciplines were encouraged to adopt green and zero waste practices. https://mcmdavcwchd.edu.in/wp-content/uploads/2022/06/Final-Report-on-Green-Home-from-Mehr-Chand-Mahajan-DAV-College-for-Women-Chandigarh.pdf • Members of various departments joined hands in the Green Audit Committee to facilitate the conduct of a Green Audit in the institution the report of which is available at
2. Academic bank of credits (ABC):	• Academic Bank of Credits, formulated on the lines of National Academic Depository (NAD), will be implemented as per the guidelines when received from the affiliating University and the Department of Higher Education, Chandigarh Administration (UT). For this purpose,a virtual/digital storehouse is being set up that will contain the information of the credits earned by a student throughout her stay in the college to facilitate student's mobility to other institutions of higher learning. The Examination Committee of the

	college with the support of MIS, will create a repository of academic data and awards. Credits earned by a student will be deposited and transferred to the other institution from where the student can get them redeemed.
3. Skill development:	• The College is already registered on the Portal of Skill India under National Skill Development Corporation as a skill provider. • The Ministry of Food Processing Industries (MoFPI), Government of India has nominated our College as the only technical institution in Chandigarh for providing training in bakery and food processing. • Apart from offering UGC–NSQF recognized course on GST: Vocational Course of B.Voc; Skill based Add On Courses; Short term courses/Summer Workshops for students and city residents, the college also promotes sustainable urban farming in collaboration with Kheti Virasat Mission under the Ministry of Agriculture & Farmer Welfare, Government of India. • The College is now a Recognized Vocational Education Nai Talim Experiential Learning (VENTEL) Action Plan InstitutionbyMahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Education, Government of India. • Short-term Skill-based Courses such as Video Editing, Digital Marketing, Tie and Dye. Communication Skills etc. are conducted from time to time to provide hands on training to the students of different disciplines to hone their technical and soft skills of learners. • Experts from the industry/professionals are invited regularly by various departments such as Fine Arts, Home Science, Music, Botany etc. to hone the technical skills of the learners • The College has a Skill Development Committee which strives towards the holistic development of the participants by organizing workshops, events and activities aimed to develop technical and soft skills among participants, to encourage entrepreneurial endeavours and nurture their employability quotient. The 'Earn while you Learn' scheme of the institution facilitates learning platforms for students in administrative/accounts work while they are enrolled in various courses. • The College has recently introduced a UGC NSQF approved Skill Development three-year degree course of B.Voc in Retail Management and a Diploma in Microbial Analysis & Food Safety to enhance

	employability opportunities for the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	• Rooted in Vedic values and principles which are also embedded in its Vision and Mission, the institution is forever deeply committed to preserve and promote the Indian knowledge system in all possible ways. • Apart from offering Indian literature in various languages, the college also offers Sanskrit as an elective subject, honours program in Punjabi, and Postgraduate program in Hindi.Various departments organize workshops/extension lectures/seminars regularly to familiarize students and faculties with ancient Indian art forms,music,culture, Vedic maths,architecture. Students are encouraged to participate in various Cultural and Heritage Youth Festivals. They are also provided training in traditional art forms. • Apart from organising various activities and lectures by experts, the college also offers free training in yoga to its faculty and students. Monthly havans are performed by the members of Arya Yuvti Samaj and Character Building Committee to foster among students a profound regard for our Vedic traditions and strengthen their moral and spiritual quotient.https://mcmdavcwchd.edu.in/arya-samaj/ • The students also appear in examination Naitik/Dharam Shiksha Pratiyogita conducted by Arya Vidya Sabha, New Delhi. • The Character Building Committee works on instilling moral, ethical and spiritual values among all the stake holders of the institution. Various activities which aimed at building the character of the students are organized regularly to arouse the feelings of patriotism, empathy, social responsibility, inclusiveness etc. The annual report of the activities by the committee can be accessed at https://mcmdavc wchd.edu.in/societies-and-clubs-reports/#1626253525237-b4e0f41d-ae0a • The College offers free online Yoga lessons both in the morning and evening by an International Gold Medal winner yoga expert, Ms. Keishem Monarita to all its stakeholders so as to promote good health through the ancient Indian practice of Yoga.
5. Focus on Outcome based education (OBE):	• Cognizant of the significance of outcome based education, the college adheres to a student–centric teaching model and provides all programmes/course outcomes prominently on the college website and college prospectus. The same are shared in detail by

the teaching faculty in their respective classrooms and integrated within the teaching practices. • The adopted teaching methodology based on an integration of concepts and theories with practical knowledge and problem solving skills aims at a continuous assessment of student's performance through group/ individual tasks, quizzes, class tests, field/project work, assignments, internships etc. • The students are also encouraged to participate actively in co-curricular and extracurricular and community outreach activities to instil confidence, social sensitivity and responsibility in them. Students not only participate zealously in diverse Outreach/community welfare activities through various National programmes such as NSS, NCC, Swatchhta Abhyaian, Unnat Bharat Abhiyaan, Ek Bharat Shreshta Bharat etc, but also win accolades at different platforms for their initiatives in owning social responsibility. • Apart from them offering several skill-based Add on courses, UGC – NSQF recognized vocational course and short term courses, the college organizes a variety of workshops/training programmes/extension lectures and placement drives to enhance the employability skills of the learners and make them industry-ready. • The achievement of course and programme outcomes enshrined in the institutional Vision and Mission, may be assessed from a long list of our illustrious alumni who are occupying significant positions in prominent fields such as Indian Administrative Services, State Civil Services, Defence, Education, Media, Politics and the corporate world within India, and United Nations and Indian Embassies abroad. • Some of our renowned alumni include Prof Nishtha Jaswal, Hon'ble Vice Chancellor, Himachal Pradesh National Law University, Purujit Kaur, United Nations Organization; Ms. Dilaasha Anand, 3rd Sectretary at the Embassy of India, Washington DC, USA; Ms Anmol Gagan Mann, Cabinet Minister Punjab; Ms. Renu Phulia, IAS; Ms. Madhvi Kataria, IAS; Ms. Khushboo Goel, IAS; Ms. Sonia Narang, IPS; Ms. Shweta Dhankar, IPS; Ms. Garima Singh, IRS; Samriti Goel, IRS; Ms. Ritika Narula, IES; Ms. Namrata & Ms. Suprita, Indian Air Force and many others. The list of our alumni achievers is almost inexhaustible. • The progression of our students to eminent institutions of higher learning within India and abroad such as Oxford University, UK; Harvard

	University, USA; Kings College, London; Royal Holloway University of London; Tata Institute of Social Sciences and others validates the achievement of our learning outcomes. • Moreover, our students have consistently been winning laurels in academics, co-curricular and sports activities at the University, State, National and International levels. Apart from bagging top positions in the merit lists of Panjab University examinations year after year, the students of the college have won the Panjab University Women's General Efficiency Sports Shield 39 times since 1968. • Some of the prominent names in the long list of achievers in Sports include Ms. Chahat Arora, a gold medallist international swimmer; Ms. Tanya Bhatia and Ms. Harleen Deol, members of the Indian Cricket Team; Ms. Mumtaz, an International Fencer and several others.
6. Distance education/online education:	• The College doesn't offer distance education programmes to the learners. However, whenever required online classes are held through Google classroom subscribed by the institution (Google Workspace for Education). • All teachers are trained in using online teaching platform and e-resources, e-tools Members of faculty are encouraged to create e-content which is made available to the students on the institutional website and on YouTube channel. Seminar halls, classrooms and laboratories are equipped with projectors and computers and Internet facility through Wi-Fi and LAN for the benefit of students and faculty. • The College library provides access to numerous e-resources subscribed through INFLIBNET/DELNET and NDL • Digital lounges and mini libraries have been created in hostel blocks to allow the hostel residents an easy access to internet and e-resources. • The teaching faculty has been provided digital aids such as lap tops, note pads, web cams and wi-fi connectivity to facilitate online teaching.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
792	755	749	749	726
File Description			Document	
Institutional data prescribed format			[View Document](#)	

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
20	18	18	18	17

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5420	5305	5339	5471	5385
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1065	1139	1039	847	941

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1727	1834	1838	1825	1742

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
169	185	187	187	170

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
172	188	190	190	186

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 62

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
318.2955	496.5428	594.2898	462.2008	427.7027

4.3

Number of Computers

Response: 429

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Curriculum planning and implementation is as per the instructions laid down by affiliating Panjab University, Chandigarh.

- Semester-wise teaching plans are prepared and shared. In each department, regular monthly academic monitoring meetings are held and corrective actions are taken.
- Mid-semester Tests (MSTs) are held in order to measure the formative learning of the students as a part of the Continuous Evaluation process. Assignments and projects submitted by students are evaluated to calculate the summative score at the end of the semester.
- Remedial classes for academically weak students and mentorship programme for providing guidance and support to facilitate learning of individual students are also organized.
- Many members of faculty are also members of the Board of Studies. They also act as question paper setters and evaluators in various courses for the affiliating university.
- During the COVID-19 pandemic, online pedagogy was strengthened by subscribing to G-Suite and organising various webinars/online workshops.
- Classroom teaching is complemented with diverse components including experiential learning, on job training, research-based pedagogy tools, case-study method, clinical studies, biological models, internships, project work, educational tours, and usage of other ICT tools.
- The library is well-stocked with learning resources including INFLIBNET and DELNET.
- Administrative and financial support is given to the faculty for up-gradation of teaching and research skills.
- FDP's / workshops are conducted to equip the members of faculty with skills to use various pedagogical tools and methodologies for effective teaching.

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Being affiliated to Panjab University, our institution follows the PU Academic Calendar as a reminder for key dates and planner for the students, faculty members, support staff, administration and management. The College adheres to the timeline mentioned in the academic calendar of Panjab University with respect to the schedule of admission to various classes, timelines for deposition of fee, dates of semester exams, academic terms, and vacation. Besides following the stipulated timelines, our college abides by the conduct of Continuous Internal Evaluation (CIE) which takes place regularly through multifarious modes. During an ongoing semester, students' academic progress is measured through well-planned mid-semester exams, which largely follow the semester exam pattern. This gives the students a reality check as they assess their

academic strengths and weaknesses, and helps them in gearing up for the final semester exams. In addition to the mid-semester exams, students' comprehension of concepts is assessed through project work, assignments, practical work, quizzes, regular classroom discussions, class tests, and peer group interaction. A healthy and democratic exchange of ideas in the class aids in understanding concepts, stimulates critical thinking and motivates students to perform better in academics and co-curricular activities. Thus, the institution adopts a broad- based approach in evaluating the academic progress of students.

File Description	Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 10

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

Response: 2

File Description	Document
Institutional data in prescribed format	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 57

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	11	11	10

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Link for Additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 4.19

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
264	185	228	195	255

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[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:

The college aims at creating socially responsible, alert and discerning citizens, who are aware of their rights and duties towards the nation.The pertinent issues of Professional Ethics, Gender, Human Values, Environment and Sustainability are wellintegrated in the prescribed curriculum at all levels. However, these are also taken up in multifarious beyond-the-syllabus, interactive and participative activities through experiential learning such as workshops, Field Visits, Internships, Webinars/Seminars, talks by experts etc.

Various committees and clubs of the college keep in view these crosscutting issues while organizing their

activities. For example, the Character-building Committee of the college has held events focusing on Lives of Inspiring Personalities ('*Aprajita*'), and another on "Iconic Integrity: Excerpts in Professionalism". The Arya Samaj Committee conducts havans and talks to expound on Vedic thought systems and values. The Rotaract Club upholds value for life through events like "My Life Matters" and Senior Citizens' Daycelebrations. The Equal Opportunity Cell, Electoral Literacy Cell, Women Development Cell and the college unit of UBA disseminate the ideals of social inclusiveness, gender sensitivity, and responsibilities as citizens.

The Swachhta Committees,Sustainable Practices Committee, Eco-club andEnvironment Committee work ceaselessly to propagate the ideas of environmental preservation, water and waste management, and energy conservation. They generate awareness about sustainability through Field Visits to adopted villages, collection campaigns, tree-plantation drives and encouraging the use of alternative energy resources.

Curriculum Enrichment

Environment, Road Safety Education and Violence against Women and Children are compulsory subjects for all Undergraduate Courses in all the streams.

Ethics in Public Service, Code of Conduct and concept of corruption are discussed inthe subject of Public Administration semester 3. Buddhist, Jain and Sikh Ethics are taught to the students of Philosophy in BA semesters 1, 3&4. Functional English course in BA semester 6 focusses on appropriate behaviour and linguistic undertones in formal and informal situations. Social and Business Ethics are taught in BBA and B.Com semester 6. Business Ethics and Corporate Governance are taught in M.Com semester 4.

The pre PhD course in English addresses subaltern issues and race theory. Human values form a part of PG courses in Sociology and English. The contribution of eminent personalities such as Mahatma Gandhi, Sri Aurobindo, Swami DayanandSaraswati, Swami Vivekananda and Tagore are taught in the subject of Philosophy in BA Sem1; ideas of Equality, Liberty, Social Change, Social Justice and Human rights in the subject of Political Science of BA 2nd semester

Ecofeminism is being explored as an area of research at PhD level. Ecological issues are taken up in all the semesters of BA with chapters on Water Conservation, deforestation and Soil Erosion. Environment and its different components are discussed in detail in the subject of Botany at undergraduate level. Sustainable development and its indices are discussed in Development Economics.

The curriculum of Sociology from BA Semester 1 to 4 incorporates the concepts ofGender, Gender Equality through Legislation, Family and Gender Sensitizing, Gender Socialization, Gender Inequality and Gender Oppression in the Indian context. Teaching of literature and language involves deep deliberations on feminist and gender issues.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 0.66

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 3.97

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 215

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document	
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)	
URL for stakeholder feedback report	[View Document](#)	

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

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

File Description	Document	
Upload any additional information	[View Document](#)	
URL for feedback report	[View Document](#)	

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 84.22

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2094	2070	1967	2152	2180

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2475	2435	2352	2714	2462

File Description	Document
Institutional data in prescribed format	[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 (exclusive of supernumerary seats)

Response: 20.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
185	234	194	200	200

File Description	Document
Average percentage of seats filled against seats reserved	[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:

The college has a well regulated mechanism to assess the learning levels of students:

· Periodic assessment methods like regular assignments, snap tests, class presentations and class engagement of students are the vital barometers to assess the differential learning requirements of students. Student activities are undertaken to instill academic vigour amongst the students.

· Cumulative assessment methods consisting of Mid-semester tests, term projects, viva voce and internships help in grading the level of advancement in students' learning capacities. It helps as a base to track the overall performance and progress of the students.

Regular feedback surveys from the students further help the teachers in identifying extra learning requirements of the students. The wide range of components such as - Home and Class Assignments, Group Discussions, Quizzes etc., enable effective assessment of learning levels of students.

Based on the results obtained through various assessment rubrics, teaching practices are adapted and modified to suit the differential learning needs of students:

· Teaching methods are fortified with usage of simplified language and concepts, and practical-life examples for slow learners, while giving greater flexibility of enhanced self-research to advanced learners. They are encouraged to study courses on developing soft skills and are also provided with additional learning and reference material.

· Classroom course content is enhanced through experiential learning with activities such as field surveys, case studies, and educational visits to engage the slow learners and to stimulate advanced learners to newer perspectives. It boosts academic growth and encourages students to improve their overall performance.

· Slow learners are provided access to courses on online portals and references of offline study material to clarify the fundamental concepts of their subject. Tutorials and remedial classes are held to prepare them for the exams.

· The mental acuities of advanced learners are catered to by providing them with access to advanced study and research material. They are also encouraged to participate in workshops and conferences related to their discipline. Students representing the college in any such event are given an opportunity to take a retest if they miss their MST. This kind of empathetic approach helps the students to explore and develop various aspects of their personality.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 32.07

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:

The student-centric methods like experiential learning, participative learning and problem-solving methodologies are used to make the learning process more effective.

· The college offers a theory-to-praxis mode of teaching which makes learning engaging, experiential and holistic. Regular educational trips, ground surveys, industrial and field visits and real-life case studies offer an immersive and participative learning process to the students. Students learn better when they are able to engage actively rather than absorbing passively. This allows the students to apply their knowledge and conceptual understanding to real-world problems. The most important part of the learning happens during the reflective process, when students evaluate their choices in the light of natural consequences, errors, and achievements.

· Lectures, workshops and interactive sessions are regularly conducted by scholars, academicians and experts who offer the students a practical learning experience along with expert guidance on further avenues of their respective disciplines. Visiting experts and specialist from industry and prestigious academic institutions enhance the teaching process and provide the information needed to bridge the gap between industry and academia. This gives the students an opportunity to become aware about the diverse social issues and challenges. As a result, they have a broader outlook to develop and build expertise in knowledge, skills, and values.

· Numerous team building activities like case studies and club activities assigned to students make learning collaborative and enhance their problem-solving abilities, managerial skills and critical thinking. Various clubs like YCC, Rotaract Club etc. engage the students in discussions of socio-economic and scientific issues, teaching them to address the problems therein. These activities are integral in promoting leadership qualities and teamwork capabilities among the students. The institute also facilitates independent learning by encouraging student seminars and presentations where students present papers or projects on contemporary topics that boost and enrich their learning experience. Students are encouraged to think and analyze the discussions and debates on current events to enrich their understanding of the world outside the classroom.

· Various social, educational,environmental and social outreach activities organized under the aegis of Unnat Bharat Abhiyan, Swacchata Committee, NCC, NSS, Ek Bharat Shreshth Bharat, Institution Innovation Council, Skill Development, Sustainable Practices and Character Building Committees, offer holistic learning experiences through observation, interaction and intense engagement. These activities involve the students in the decision making process encourging transparency and inculcating a sense of responsibility in them. Furthermore, students develop practical and technical skills that enhance their career-progression alongside the college education.

· Active participation in the curricular and co-curricular activities makes learning engaging and exploratory. Students are given a free hand for planning, organizing and executing various intra/inter college events and competitions, talent-based contests as well as college fests which build their managerial skills as they also learn how to address problems analytically.

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The institution recognizes the need for ICT Tools and has equipped itself accordingly to meet the needs of the changing times.

Due to the Covid lockdown, a significant part of the teaching-learning process was carried out using an ICT-enabled teaching medium. The faculty members were trained to create e-content and use G Suite and various digital learning resources to make their teaching-learning process more engaging and collaborative.

· Various ICT-enabled tools are integrated into the teaching-learning process of the college. For example, wi-fi-enabled campus, desktop computers, printers and scanners in all departments and staff rooms, digitally equipped conference rooms and LCD-LED projector-equipped smart classrooms are available. In addition, the institution has a fully equipped incubation centre, instrumentation facility, computer labs and a Functional English lab to augment teaching and learning. Teachers also prepare e-modules on important topics, which are available on the college website for easy and convenient access by the students.

. The teachers make extensive usage of library resources. The college library is fully computerized and offers access to various digital resources subscribed through INFLIBNET, DELNET and other databases. The library uses LIBSYS -Software with the latest edition of Web Centric LSEase, which enables working in an integrated multi-user and networked environment. Issue and return of books are carried out through a laser scanner, and all books have been automated with bar codes. A screen magnifier facilitates the use of the library by the visually challenged.

· Teachers use varied kinds of educational technologies to support classroom teaching. In this regard, a significant portion of teaching, assessment, evaluation, faculty meetings, Orientation and Refresher courses, as well as various seminars, conferences and workshops have been carried out using Google Classroom, Meet and Zoom in the previous session due to the outbreak of Covid-19 Pandemic.

. To monitor and supplement the internal evaluation of students, Class tests, Mid-Semester tests, student presentations and projects, competitions and quizzes were conducted via online modes like Google Classroom, PPT/Audio/Video/WhatsApp, YouTube, Screen Cast and Zoom. Online assignments were given via asynchronous e-learning, flow charts and google forms, among other mediums.

. WhatsApp groups of individual classes have been created to communicate, make announcements, address queries and share information. It also allows teachers to maintain an interactive and direct association with students.

· Various other innovative methodologies and online resources are used by teachers like e-Pathshala, e-PGPathshala, RSTV-Virasat Programmes, Shodhganga, eGyanKosh, SWAYAM App, Digi Frog software

and virtual labs, NPTEL lectures, OBS Studio App for recording demonstration of practical work, Eduset.com, CEC-UGC YouTube Videos and Schoology App.

Online Teaching Feedback - https://mcmdavcwchd.edu.in/naac/#1574668898247-9d668cfa-3e86

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 108:1

2.3.3.1 Number of mentors

Response: 50

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: 96.98

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	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.Litt. during the last five years (consider only highest degree for count)

Response: 53.12

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**

2020-21	2019-20	2018-19	2017-18	2016-17
106	100	109	89	73

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[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: 8.09

2.4.3.1 **Total experience of full-time teachers**

Response: 1367.6

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

At the commencement of each session, a course assessment plan is discussed and proposed by each department in keeping with the Panjab University Guidelines. The institution adheres to this assessment plan strictly. As such, students are also apprised of the demarcation of the internal assessment and various examinations in their respective classes.

The Internal Assessment system of the college is a continuous and cumulative evaluation made on the basis of Mid-semester tests, assignments, class performance and attendance. It is designed to observe and monitor the periodic performance of each student. In this regard, teachers of all departments maintain detailed and systematic records of attendance, assignments/ projects submitted, presentations made, class participation and conduct of students in the class. These records are methodically organized and updated at regular intervals throughout the session.

· Mid-Term examinations are conducted in each semester, and the internal assessment of students is an amalgamation of their performance in exams, assignments/term projects, class participation/interaction and attendance in classes. Students are guided through this process repeatedly so that they can monitor their progression at their ends too.

· Class tests, group discussions, student presentations and term projects are held throughout the session to evaluate the performance of the students.

· Students of subjects/ streams like MFT/ BBA/Functional English are assigned projects which are evaluated during Viva Voce at the end of the session, and the selected ones which have a high degree of research content are sent for publication in reputed Journals. This further motivates student effort and engagement.

· Remedial classes are held after the Mid-Semester examinations for slow learners to help improve their academic performance. Improvement tests are conducted after the conclusion of the same. In this respect, different educational strategies like the repetition of content, detailed clarification and practice sessions are undertaken. Teachers can thus, maintain a balance and help students as per their specific needs without neglecting or compromising on anyone's needs and requirements.

· Participants of co-curricular committees, clubs and activities like NCC, NSS, UBA, Sports, Youth Festival, and other competitions and tournaments are given an extra chance to appear in the Mid-Semester tests in case they miss the exams due to their performance schedule. Special tests are also conducted for students who are unable to appear in the scheduled Mid-semester exams due to medical exigencies/other genuine reasons. Students are given several opportunities to improve their scores throughout the session through additional assignments and presentations to ensure formative and summative evaluation.

· During the Covid-19 lockdown, the Mid-semester exams, class tests, student projects and presentations were all conducted via online modes like Google Classroom/Audio/Video/Whatsapp, Youtube, Screencast, Zoom, Flow charts, Google forms and various synchronous and asynchronous modes of evaluation. The vast pool of new media tools and flexible learning spaces enhanced the teaching-learning experience for all.

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The college has a well-structured, transparent and efficient system to deal with internal examination related grievances. In the beginning of the semester, Faculty members guide the students through various components that make up their internal examination and assessment. This helps them in keeping a track on their performance and progress from the outset.

· The notice regarding the tentative dates of commencement schedule of mid semester tests is given in advance. The date-sheet for the Mid-Semester Tests is displayed a week before the commencement of the tests. The students are duly informed about the syllabus for the tests by their respective teachers. In addition, extensive revision is carried out in the classes to clear their doubts and uncertainties, if any.

· The Mid-Semester Tests are held under strict invigilation. A proper decorum is maintained at all times. Students and teachers are informed about the examination process well in advance. This ensures efficiency at the time of examination.

. A well- defined model of evaluation is implemented by the teachers and the answer sheets are shown to the students in class after the Mid-Semester Tests. The attempted questions are thoroughly discussed in class. Particular attention is given to those who have queries about their performances.

· Students who could not appear in the Mid-Semester Tests due to some medical/other compelling reasons on the scheduled date, are provided a special chance to appear at a later date. Teachers give extra time to such students if they need clarification on how to improve their performance and guide them to perform effectively in exams.

· The internal assessment of the students is displayed for the students to check for any discrepancies. Class participation, regular attendance and assignments/ project work are also given equal weightage along with the marks of internal examination. A record of all these is systematically maintained by respective teachers. As such, students have the opportunity to improve their score by earning more credits.

The external examinations are conducted by Panjab University. Students are apprised from time to time about the examination guidelines and informed about the schedule for payment of examination fee, allotment of admit cards and date sheet. During the lockdown due to Covid-19 pandemic, the College website gave required instructions to students for the smooth conduct of online examinations. They were guided on steps to download question papers and submit answer sheets online. Helpline numbers were available to students for answering their queries.

The students have easy acces to teachers and college authorities for resoultion of thier doubts and grievances.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

After a thorough discussion in Departmental meetings, clearly defined Programme and Course Outcomes for all programmes offered by the college are displayed on the college website and in the Prospectus. This help the students select their desired course and the learning results.

Students are apprised of their courses' targeted outcomes by initiation at the College Induction Programme, regular interaction with teachers, mentorship sessions and regularly updated information through physical and virtual notice boards. Students are also apprised of the syllabi and course outcomes in each course and the assessment strategy during classroom interaction at the beginning of the session.

The faculty are made aware of the expected course outcomes by means of regularly held departmental and staff meetings as well as Orientation Programmes, Refresher Courses, Guest lectures and Faculty

Development Programmes. In addition, all the essential and updated information can be accessed through the institutional website.

The latent aptitudes of the learners are identified and honed by adopting innovative teaching methodologies like field visits, hands-on practical work, frequent interaction with renowned experts from industry and academia and letting students take charge of organizing events, competitions and festivals.

The final outcome of the course/programme, which is employability, is elucidated to the students through a frequent industry-academia interface.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Past link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Each course has a defined set of outcomes and corresponding evaluation criteria. Both direct and indirect methods of assessment are implemented. The level of attainment of course and programme outcomes is assessed through the following modes:

.   The college collects feedback from the students related to the levels of attainment of knowledge and skills from each course which help to assess the satisfactory accomplishment of the course and programme outcomes. Student Satisfaction Survey, Exit survey and feedback taken through Placement Cell, parents and teachers help in assessing the level of attainment of programme and course outcomes.

·   Data procurement through student progression, related to the number of students qualifying for higher studies and competitive examinations, and the nature of their professional qualifications and achievements of the alumni of college helps to gauge the level of attainment of Course and Programme Outcomes.

·   Continuous evaluation of the students in classes by means of class tests, case studies, reviews, group discussions and student-delivered projects, seminars and presentations. Students are assessed on the basis of their capacity for logical, critical and analytical thinking and problem-solving abilities.

 The performance of students in internship and fieldwork experiments facilitates teachers in ascertaining the applicability of classroom learning to real-life situations. The teacher assesses the student's ability to critically analyze and communicate their ideas during classroom interaction.

. Students work ethics and general conduct in class are also studied to discourage any kind of unethical

behaviour (for instance, data fabrication and plagiarism).

· Mid-Semester tests are held in every semester, the question papers of which are designed keeping in view the targeted course outcomes mentioned in the syllabus of each course. The answers to the question papers are later thoroughly discussed in class, and teachers also encourage students to explore new methods of inquiry and improve their performance in exams.

· Evaluation of students on the basis of Internal and External Viva-voce is held in order to assess their level of understanding gained in the particular subject. Their communication skills and ability to respond to questions are also observed.

· Testing the knowledge and skill-sets of the learners is carried out through workshops, quizzes, competitions, debates, declamations, and other academic and co-curricular competitions held on Intra, Inter-college and National levels. Students get adequately equipped to interact with and engage in environments other than their familiar spaces.

· Internships and fieldwork allow teachers to ascertain the real-world knowledge gained by the students from the syllabus taught in the classrooms. Students, on the other hand, get opportunities to identify, interpret and employ their skills practically.

· Students are encouraged to take charge of organizing events, competitions and festivals in order to groom their cognitive, leadership and managerial skills and assess their skill-based knowledge.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 94.54

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1716	1798	1744	1667	1552

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1727	1834	1838	1825	1742

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.1

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 62.75

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
55.05	2.15	0.75	3.25	1.55

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 11.83

3.1.2.1 **Number of teachers recognized as research guides**

Response: 20

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 8

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	1	3

3.1.3.2 Number of departments offering academic programes

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	25	25	25

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

1. Research Infrastructure (Grants and Funds received): The college has received grants under various schemes like DBT-STAR college, RUSA and DST-FIST to create state of the art laboratories to encourage faculty and students to carry out innovative research. Faculty members have received research grants from UGC, DST, DBT, ICSSR and other government funding agencies for accomplishing their research projects.

2. Research Promotion Cell: The college has a well-defined research promotion policy formulated by the Research Committee to foster research culture among faculty members and students. Seed funding of Rs 20 Lakhs are allocated by DAV Managing Committee, New Delhi to encourage faculty for inter disciplinary research projects, funding UG and PG student research projects, UGC Care Listed/ SCOPUS/ Web of Science indexed paper publication, presentations, and travel grants for national and international conferences and for promoting innovation.

3. Research Centre: The Department of English has a Research Centre and faculty members are supervising students for M Phil and Ph D programs. Twenty faculty members of the college from various departments are recognized as research guides and 70 PhD scholars are pursuing their thesis under their able guidance.

4. Institution's Innovation Council (IIC): The College has established an Institutional Innovation

Council (IIC) as per the guidelines of MHRD to promote innovation, entrepreneurship-related activities, IPR and start-ups in collaboration with academicians, entrepreneurs, investors, professionals for creating a mentor pool for student innovators. IIC was given 4 star rating by MOE during the years 2020 and 2021. It regularly organizes sessions on IPR, Entrepreneurship, Business Plans, Funding, etc and ideate through competitions.

5. Innovation and Start up policy: The vision of this policy is to provide entrepreneurial knowledge to students and encourage them for innovation and start-ups.The institution has a dedicated startup-cell.

6. Skill Development: The college is registered on the National Portal of National Skill Development Corporation as a skill provider and is the first educational institution in Punjab and Haryana to offer 140-hour course for GST Accounts Assistant affiliated to Chandigarh Skill Development Mission under the aegis of Ministry of Skill Development and Entrepreneurship, Govt of India. The College has also been declared Vocational Education Nai Talim Experiential Learning Action Plan Institution by the Ministry of Education, Govt of India and nominated by Ministry of Food Processing Industries, Govt of India as the only technical institution in Chandigarh providing training in bakery and food processing. Skill development Courses are running under all these heads. Sustainable Urban Farming is being undertaken at the College in collaboration with the KHETI VIRASAT MISSION, under the Participatory Guarantee System of the Ministry of Agriculture and Farmers Welfare, Government of India.

7. RUSA Committee: The committee empowers the institution to develop capabilities to plan, implement and monitor initiatives for higher education. It has organized a series of programmes to upgrade the skills of students, teaching faculty and support staff.

8. Collaborations: The College has signed MOUs with prestigious organisations/industries to promote real-time project development including London School of Management Education, ICMR Centre for Innovation and Bio-Design (CIBIOD), PGIMER, Chandigarh, USERN etc.

9. The college has been regularly holding faculty development programmes, national and international seminars and workshops on themes of multidisciplinary relevance by academicians/industry experts of national and international repute.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 46

3.2.2.1 **Total number of workshops/seminars conducted on Research Methodology, Intellectual**

Property Rights (IPR) and entrepreneurship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
27	9	8	1	1

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 3.5

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 70

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 20

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI website	[View Document](#)

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

Response: 0.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	48	19	19	49

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

3.3.3 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: 1.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
35	20	27	49	89

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The NSS Units of the College contribute to significant flagship programs of the Government of India like Swachh Bharat Abhiyan, Swachhata Pakhwada, Swchaata Hi Seva, Poshan Maah, Ek Bharat Shreshtha Bharat (EBSB), Unnat Bharat Abhiyaan, Plastic Free India, Fit India Movement, Azaadi Ka Mahautsav, Beti Bachao Beti Padhao, Skill Development, Van Mahotsav etc. The college won the **Best NSS Unit Award** among Panjab University Colleges (2017-18). Satvikaa Singh and Vaishali Bansal received first prize at the State level for **Swachh Bharat Summer Internship2018**, Ministry of Water and Sanitation, MHRD, Government of India. The **NSS Units and Unnat Bharat Abhiyan (UBA) team** undertook various developmental pursuits in five adopted villages (Badheri, Attawa, Buterla, Maloya and Kajheri) like Open Area Defecation free community, Tree plantation, Malaria Awareness, AIDS Awareness, Waste Segregation, Solid waste management, Vermi composting, promoting green sustainability, Plastic free Campaign, Installation of blue and green dustbins, drives regarding COVID-19, mask making activities, environment and energy conservation, sanitary pad distribution drive, PCOS awareness campaign, Beti Bachao Beti Padhao initiatives, Water Conservation, Nutrition and Immunity and Cleanliness Drives through rallies, nukkad nataks, household surveys, expert lectures and counselling sessions for the upliftment of the village residents. Blood Donation Camps, Saarthi Project, Special Day/Night NSS camps in collaboration with the Chandigarh State AIDS Society, NSS Cell, Chandigarh, Chandigarh Red Cross

Society and PGIMER, Chandigarh have been organised. The UBA Cell earned an award by NITTTR, Chandigarh and conducted 'Donation Drive' of NCERT Text Books, established a 'Book Bank for Classes 9th and 10th' for underprivileged students.

The college was awarded the **first rank in India under Swachh Bharat Abhiyaan 2018** under residential college category by MHRD, **Third Rank in India under Citizens Led Initiative by Ministry of Home and Urban Affairs in 2019 and for Best Waste Management by MC Chandigarh in 2019. The** College was also awarded under cleanest office, best herbal garden and best eco-club by Chandigarh Administration. Conscious of its social responsibility, several initiatives under Swachh Bharat Abhiyan including yoga sessions, rainwater harvesting, sustainable urban-farming, biodiversity, solar lighting, real-time air quality monitoring system, Sewage Treatment Plant, etc have been undertaken. The MGNCRE, GOI has issued a **'Recognition Certificate' for being a Best Swachh Institution** and Contribution Certificate' for the largest Tree Plantation drive. The College has constituted a **Swachhta Action Plan** (SAP) Committee. The '**Plastic-Free Campus Committee** conducted activities under 'Say No to Single-Use Plastic' and increased usage of biodegradable bags. The college also organized **donation drives for Khalsa Aid, PM-CARES and Covid warriors at PGIMER, Chandigarh**. The **Rotaract Club** organised programs such as 'Annapurna Saptah, Project, 'HOPE', etc. **Character Building Committee** holds activities under NEP 2020 and promotes Vedic philosophy. The **'Ek Bharat Shreshtha Bharat'** club celebrates diversity and promotes national integrity. The **Geetanjali Counselling Helpline** provides personal counselling sessions, sensitization programmes, and also launched a 24x7 online forum during the pandemic to offer psychosocial support to our students. **Women Development Cell** addressed various social, educational, legal and health issues among the underprivileged women in the adopted villages. **Equal Opportunity Cell** in collaboration with PGIMER and SAKSHAM gave a platform to differently-abled people to showcase their capabilities.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 21

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	5	6	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

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

Response: 139

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
22	37	37	31	12

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 30.08

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2200	1500	2000	1700	700

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)
Any additional information	[View Document](#)

3.5 Collaboration

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

Response: 507

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
220	150	52	45	40

File Description	Document
e-copies of related Document	[View Document](#)
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	[View Document](#)
Any additional information	[View Document](#)

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 0

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The College offers adequate facilities to ensure optimal utilization of physical infrastructure for teaching learning activities.

- Currently the College has 67 well-furnished, ventilated classrooms for conducting theory classes and 38 Labs (inculding 1 incubation centre and 1 recording centre. All Classrooms have the provision of Wi-Fi/LAN connectivity and Internet access. Of the total classrooms, 28 have multi-media projectors and screens. The College has a Modern Multi-Purpose, Centrally Airconditioned Auditorium with 1400 seating capacity. The institution has recently added an incubation centre, instrumentation facility, recording studio and modern labs for B.Voc, Mathematics and Social Science Reasearch.
- The College has 5 ICT-enabled seminar halls which are regularly used for conducting seminars, workshops and extension lectures.
- The Sports Room, IQAC Room and the Laboraties are also equipped with ICT facilities.
- All laboratories are equipped with state of the art equipment and facilities for conducting practical classes. Labs have sufficient licensed software and open source tools to cater to the requirements of curriculum and skill based learning.
- The entire campus is Wi-Fi enabled with internet facility for students, staff and hostel residents. College has subscribed to G-Suite for providing access to various specialized tools for education. Digital lounges and mini libraries in all Hostel Blocks have also been set up. The College has a spacious library with a separate reference section, a reading room and adequate seating facilities. It is equipped with Web-OPAC, library management software, barcode technology, e-resources (INFLIBNET, DELNET) and to serve the information needs of the students, teachers, researchers and avid readers.

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, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The institution gives utmost importance to the overall development of the students and organizes various cultural activities, sports and games on campus, offering the following facilities-

The college has a multimedia hall, an open air stage and a celebration ground where various cultural and academic activities like College annual fest 'Meraki', Youth Fest, Talent hunt competitions, Environment day, Fresher's day, Farewells and various departmental events are organized. A new multipurpose hall/auditorium is near completion. The College and the Hostel have seperate free gym and yoga facilities. Free online yoga classes are also being held for staff and students for promoting health and overall well being. The Department of Physical Education of the College offers various sports and games facilities such as a standard Athletic Track, Hockey Ground, Basket Ball Court, Handball Court, Volleyball Court, Kabaddi Ground (Indoor & Outdoor), Weight Lifting Arena, Table Tennis Court, Wushu Ground and a Climbing Rock. The College is the region's first women institution to introduce the adventure sport of climbing Rock (12 meter high and 5 meter wide) of International standard. Over the years, Sports wing has brought many laurels to the institution in numerous national and international events. We have three students in India's women cricket team.

File Description	Document
Upload any additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 62

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 50.46

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
281.7858	262.0823	191.5407	172.9066	176.8159

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

- Name of ILMS software: LS Ease Web Centric
- Nature of automation (fully or partially): Fully
- Version: LS Ease Web Centric LM 5 (LMS upgraded in 2016)
- Year of Automation: 07/02/2005

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

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](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[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: 9.82

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
12.96650	10.96170	10.82904	5.93364	8.40738

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	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: 5.37

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

Response: 300

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution provides adequate IT facilities to all its departments and committees in terms of hardware, software, teaching aids, e-Learning platform, networking equipment, communication channels and regular service support (AMC).

Teachers make use of laptops/desktops, projectors, webcams and digital writing pads provided by the institution, to impart quality education, and enhance the interest of pupils in classroom learning. College

provides high speed optical fiber based Internet/Wi-Fi infrastructure to staff, students and hostel residents. The Internet leased line of Connect Broadband (150 Mbps) was installed on Mar 1, 2018, upgraded to 200 Mbps w.e.f April 1, 2021 and further upgraded to 300 Mbps w.e.f. April 2022 to ensure 24x7 accessibility. LAN connectivity is also provided in all classrooms along with other academic and administrative areas for faster Internet access. Additionally, six BSNL FTTH broadband connections are also provided at designated places to strengthen the connectivity.

The College acquired GSuite-for-Education in July 2020 as an e-Learning portal providing access to all standard apps and specialized tools for education from G Suite. Teachers made use of this facility widely to reach out to students during lockdown and are successfully conducting classes in blended mode at present. College library is also fully equipped with library management software, barcode technology, e-resources (INFLIBNET, DELNET) and Web-OPAC to serve the academic needs of the students, teachers, researchers and avid readers.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 13:1

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 22.96

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
57.3611	82.5150	136.5170	130.4445	123.8676

File Description	Document
Upload any additional information	[View Document](#)
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[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:

Laboratories

The maintenance of physical, academic and support facilities is carried out by the respective departments with the help of in-house staff and external agencies on need basis. In each lab, obsolete equipment is replaced regularly with new and modern equipment to cater to the needs of undergraduate and postgraduate students. Apart from college resources, various grants from external agencies (DST Chandigarh, DST FIST and Punjab State Council for Science & Technology) are availed by the departments of science for purchasing/updating lab equipments. For maintaining and utilizing lab resources and facilities, each lab has its own procedures which are followed in day to day tasks. A brief description of this is given ahead.

Chemical waste and broken glassware generated in **Chemistry labs** are segregated at the root level in all the labs. The acid waste is neutralized before discarding it and all hazardous chemicals are collected in a huge container kept outside the labs to be disposed off at regular intervals. The waste generated by **Microbial and Food Technology** labs is first subjected to heat sterilization by autoclaving for 30 minutes which renders the material and microbes ineffective, thereafter the material and the material can be safely disposed of as general waste. After use in practical classes, the organic waste in the **Botany Lab** is disposed off in the compost pits of the college itself. In **Zoology lab**, preserved museum specimens have been properly labeled, and the preservative is changed as per need. Chemicals are arranged and classified as hazardous, volatile, etc., and are stored appropriately at proper temperature and storage conditions. Dissections have been substituted with digital alternatives and field trips. Digital alternatives include teaching anatomy with the help of films/videos and dissection software. The byproducts of **Home Science food and nutrition lab** are collected and decomposed in Bokashi Bin to produce liquid manure for the potted herbs and spices placed in the Department. Portion cooking is taught to the students to avoid any kind of food wastage. Furthermore, dried leaves, twigs, waste natural plant products are used to set up dry

flower arrangement and educate the students about "Best out of waste".

Library

College Library is fully equipped with library management software, barcode technology, e-resources (INFLIBNET, DELNET) and Web-OPAC to serve the information needs of the students, teachers and avid readers. It has evolved over a period of time with modern and well-stocked user friendly knowledge resources. E-resources, journals, magazines and daily newspapers are regularly subscribed and latest editions of books on various disciplines are procured from time to time. At times, books are also donated to the library by faculty members for student use. Annual stock taking is carried out to identify the books in need of repair/rebinding and the same is later done as per need.

Sport complex/ground/equipment

Sports being an intrinsic element of institution require regular and timely maintenance of facilities. The equipments are procured and maintained from the college sports fund and at times, through RUSA grants. Preventive maintenance measures are taken in time, for example, the servicing of cleaning gym equipment and multipurpose (Kabaddi, wushu, Yoga) mats is done on regular basis. The obsolete equipments are sometimes donated to school kids and to sister institutions, and also distributed among the street-kids or slum-area kids. The grounds and sports complex are maintained regularly by following proper maintenance procedure which includes leveling of grounds with clay and sand every year, marking of courts, painting of poles, greasing and oiling of machines etc. We have a separate store for keeping sports material in the sports ground, which is subjected to annual Pest Control Treatment.

Computers

Institution provides comprehensive IT facilities to all its departments and committees in terms of hardware, software, teaching aids, networking equipments and communication channels. Currently the College has over 500 computers and laptops for labs and staff members. Apart from that, Annual Maintenance Contract with North India Computers, Chandigarh is signed and renewed for regular service support. College has obtained Campus Agreement with Microsoft for education-purpose licensed software, which is renewed annually. Requisition to purchase new computers is given by the departments/committees as per need and then they are procured by following a proper procedure by the purchase committee. After getting inspected by technicians, irreparable and obsolete computers are disposed off, with approval of competent authority. E-waste and defective material is collected periodically and sent for safe disposal to the concerned units. The College has signed an MOU with Ramkey Enterprises for disposal of e-waste. Moreover, the College has signed an MoU with Infoway IT Solutions Pvt. Ltd. Chandigarh for development and maintenance of various MIS modules such as admission, examination, accounts, inventory, alumni, student events, research etc. to manage institutional data.

Classrooms

Classrooms have necessary ICT tools. Teachers make use of laptops/desktops, projectors, webcams, digital writing pads provided by institution to impart quality education. G-Suite-for-Education as e-Learning platform has been acquired and support is provided by Nandyavart Consultancy Services, Chandigarh. College provides high speed optical fiber based Internet/Wi-Fi infrastructure by Connect Broadband for staff and students to have 24*7 accessibility. LAN connectivity is also supervised and maintained by in-house support staff.

Maintenance of other support facilities

Periodic maintenance of academic, administrative and infrastructural facilities like: Intercoms, CCTV Cameras, Lift, Water Purifiers, Photocopier/ Printers, gensets, solar panels and electrical devices is carried out. Apart from general building and infrastructure repair, maintenance of the facilities like transportation, cleaning of water tanks, refilling of fire extinguishers are undertaken on need basis. The College has signed contract with Saarthi Security, Chandigarh for cleaning and housekeeping of the college campus and hostels. Also, Institutional Security Services are outsourced to Gill Star Shine Security Services Pvt. Ltd. Chandigarh.

The College building is differently-abled friendly to ensure hassle-free stay and movement. There are ramps and a lift (maintained by Otis Elevator Company India Ltd Chandigarh) for students with mobility impairment for easy accessibility to the upper floors. The College has special toilets for differently-abled students and staff.

File Description	Document
Upload any additional information	View Document
Paste link for 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 Government during last five years

Response: 1.82

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
105	78	90	48	169

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 2.76

5.1.2.1 **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)**

2020-21	2019-20	2018-19	2017-18	2016-17
185	228	173	76	78

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**
4. **ICT/computing skills**

Response: C. 2 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)	

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 10.98

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

2020-21	2019-20	2018-19	2017-18	2016-17
674	1007	491	458	318

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)

5.1.5 The Institution has a transparent mechanism for timely 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: B. 3 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](#)

5.2 Student Progression

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

Response: 9.01

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

2020-21	2019-20	2018-19	2017-18	2016-17
79	153	367	193	28

File Description	Document
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years (Data Template)	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 27.79

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 480

File Description	Document
Details of student progression to higher education (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.2.3 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: 19.09

5.2.3.1 **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**

2020-21	2019-20	2018-19	2017-18	2016-17
50	47	27	35	17

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

2020-21	2019-20	2018-19	2017-18	2016-17
384	225	212	127	80

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)
Any additional information	[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 level (award for a team event should be

counted as one) during the last five years.

Response: 230

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	40	75	75	15

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The institution firmly believes in the principle of 'learning by doing' and therefore prepares its students for their larger role in the society by giving them ample opportunities of community representation and social participation at varied levels. The Student Council is elected each year through Student Body Elections as notified by the affiliating University. The team comprises President, Vice President, Secretary and Joint Secretary and more than sixty class representatives. The elected Council Members along with the ambassadors of the Character-Building Committee take care of the overall discipline and cater to the general needs and concerns of the student community. The Student-body elections could not be held for the session 2020 and 2021 due to the pandemic, however student representatives from varied academic and cultural committees joined hands in contributing towards the collective benefit of all. Through the existing online groups, these representatives played a key role in formulating student-friendly policies, pandemic helplines, social and public health campaigns, mental health awareness groups and peer-mentoring clusters throughout these years.

The teams of Character-Building Committee, Swachhta Committee, NSS and Unnat Bharat Abhiyan contribute significantly in conducting cultural and academic events, collection of data, celebration of national and cultural festivals and ethical training. The student members of Internal Quality Assurance Cell, Rashtriya Ucchtar Shiksha Abhiyan, Association of MCMDAV Alumni, Parent Teachers Association, Ek Bharat Shrestha Bharat, Feedback Committee and Unnat Bharat Abhiyaan help in formulating academic programs like workshops, lectures and seminars that enhance the scholastic and

employability quotient of the stakeholders. The student members of the National Skill Development Council, Sustainable Urban Development Mission, Institution's Innovation Council, Legal Literacy Cell, Career Counselling Cell, Electoral Literacy Club plan and execute a wide range of career-related talks and scholarly lectures that help the students hone specific skills and learn new dexterities. In 2019, the Student Council collected data for Lok Sabha Elections-2019 and made a substantial input to the spirit of democracy and adult franchise.

The Character-Building Committee, MERAKI Committee, Anti-Ragging Committee, Departmental Committees like COMPASS-The Public Administration Committee, Finnexus-Department of Commerce, EUREKA-Depart of Physics, Geetanjali-The Helpline for Mental Health, The Debating Society, Personality Development Committee, Tarikh-Department of History, The Quiz Club, Parwaaz-The Dramatics Club, Photography Club and Arya Yuvti Samaj are all student-centric bodies that work throughout the year to keep up the spirit of; teamwork, organization, Vedic-values, wellness, thoughtfulness, courage, commitment, culture and heritage among the students.

Student Mentees in Student Mentorship Groups build a one-on-one relationship with their mentors, and this helps in building a strengthened academic and socio-psychological environment at the institution. The Student Editorial Board of Mehr Jyoti (College Annual Magazine) pens and edits great articles, interviews and informative columns that help shape the creative output of our students and generates an aesthetic harvest every year.

With a noteworthy involvement in annual academic activities and cultural events, the representation and engagement of the students marks a notable change in their personality and helps them scale newer horizons.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 12

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	15	15	10

File Description	Document
Upload any additional information	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Association of MCM DAV Alumni (AMDA) is the registered Alumni body of Mehr Chand Mahajan DAV College for Women, Chandigarh, that functions with the motto "To Care, To Share, To Sustain". The Association strives to stay connected with the alumni and enlarge its base year after year to create and sustain a community founded on camaraderie, belongingness and support. The network that AMDA has created with the alumni of the college manifests itself in our initiatives which not only promote the concerns of our alumni but also create a bond between them, our existing student body, the institution and society at large.

The AMDA has been taking up pertinent issues like sustainability, solar energy, and cybersecurity to create awareness and orient people towards constructive action.

As part of our annual alumni interaction, the association organizes various lectures and workshops by the alumni for the enrolled students of the college. The alumni thus impart to their successors the knowledge and wisdom they have garnered through their experience in diverse fields.

Their gesture is honoured by bestowing upon them the title of Pride of MCM at the Annual Alumni Meet, "Rendezvous and Reminiscences". The same honour has been conferred upon the office bearers of AMDA for their unflinching support in carrying forward the activities of AMDA.

As the Covid 19 epidemic brought the world to a standstill, AMDA took the initiative to collect funds and donated Rs one lakhs to the doctors and paramedical staff of PGIMER for their unmatchable role as warriors on the health front. They distributed rations to the underprivileged sections of society and donated solar lights and solar cookers.

During the testing times of the Pandemic, a unique platform was created for our alumni through which they could share their memories and creativity. The Association launched a space for their creative genius through 'Liaquat', which is a repository of diverse talents of the alumni, such as singing, painting, dancing, cooking, gardening, and storytelling. 'Agastya', the second e-collection, knitted together college-time memories and journeys of our alumni in a colourful montage. A regular database of the alumni is maintained, and AMDA acts as a bridge between the Alumni and its alma-mater.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	[View Document](#)
Link for any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The vision and mission statement of the college endorses and accentuates the strategic working in terms of governance, participation, and perspective plans and policies deployed at the college level.

Achievement of all round excellence is the avowed aim of the College. Governance and decision making at the institution are focused upon creation of such institutional policies and programmes that can be effective in catalyzing national growth and social construction. The focus of all the deliberations at the institutional level is the optimal and equitable usage of resources to ensure sustainability of strategic objectives. Policies and guidelines issued from time to time by various government agencies serve as the bedrock for these decisions. Vocational and skill development activities are specially designed so as to keep the institution in tandem with the national goals of creating employable and economically productive human resource that have the potential of blossoming into employment-generating entrepreneurs. In addition, the College administration including the Principal and the Standing Advisory Council ideate versatile schemes and projects to nurture core human values and environmental responsibility among the students. A dedicated approach towards endorsement of research, innovation and ethics is ensured through the creation of relevant bodies such as Research committee, Research Ethics Committee,Institution's Innovation council etc. Smooth governance and effective percolation of the guiding principles of Vision and Mission are ascertained through the working of various committees and associations.

The perspective plans help to sensitize the students to internalize the norms of inclusiveness and become proactive thinkers capable of working towards an equitable and just society. The college has a diverse population of students from all over India. There is a sizeable number of international students as well. Classroom pedagogy and extracurricular activities, as part of the institution's perspective planning, are designed to take cognizance of this heterogeneity in order to augment an atmosphere of harmonious coexistence, equal learning avenues and progress for all.

There is the active participation of teachers in the decision-making bodies of the institution. All activities of the curricular, co-curricular and extracurricular domains are carried out in a decentralized manner. This includes college and hostel admissions, hostel maintenance and management, events such as prize distribution function and convocation, infrastructure augmentation, grievance redressal, cultural and academic activities etc. The feedback of each team member of any organizing committee is considered significant and their valuable suggestions are incorporated by team heads for better functioning. Keeping in view the requirements of the latest pedagogy, each member of the faculty creatively designs and delivers the lectures with her unique stamp and style while amalgamating the latest gadgets and methods, such as flipped classrooms and blended learning, to chisel their teaching skills. Continuous feedback, suggestions and class discussions with students help in manoeuvring the day-to-day curriculum and process of dissemination of knowledge and experience within the classroom setup.

File Description	Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Decentralization and participative management practices at the institution ensure effective leadership at various levels. Decentralization is reflected in the top administration of the College as the Principal is assisted by a Standing Advisory Council for formation of major academic and subsidiary policies. Another befitting example is management and working of the Hostel.

The Management and Admission policy of the hostel is decided in keeping with the broad goals of the institution by the Hostel Committee (comprising Dean Hostel, teachers and the wardens), under the able guidance of the Principal. The inputs of the wardens and the experiences of the Hostel committee serve as significant factors in the process of decision making. Thereafter, hostel admissions are carried out by the Hostel Committee, in sync with the broad parameters established already, with the express purpose of admitting a cross section of students to promote the ideals of social inclusiveness. This committee works independently in all aspects, but within the framework of the general admission schedule of Panjab University and the College guidelines. The process of Hostel admissions is therefore decentralized and participative in nature.

After the admission process is over, it is the responsibility of the wardens to create a conducive and amiable environment for enabling the residents to adjust to the new milieu. The wardens maintain discipline and also look into the residents' grievances and the redressal of their issues. In cases requiring further intervention, they refer the student/s to the Principal, Dean Hostel, Hostel Grievances Redressal Cell, Geetanjali Helpline or the Internal Complaints Committee, depending upon the nature of the issue.

The Hostel Mess Inspection Committee led by the teachers looks into the quality of food served to the residents. The Hostel Stock-taking Committee comprising a team of teachers and wardens carries out an annual exercise of checking and enlisting the facilities requiring alteration or upgradation.

In order to inculcate a sense of engagement, responsibility and participation among the students, the student-residents are made accountable for their designated duty zones. There is a Head Girl for each block of the hostel (total 6 in number) who is given the major charge of resolving the day-to-day issues at her own level in coordination with the respective Student Floor incharges. Students also hold other responsibilities. There are eight Discipline incharges who look closely into the maintenance of discipline on the various floors of the hostel. The six Cleanliness incharges are assigned to create health and sanitary awareness, as well as resolve the issues related with the same. The two Library incharges help in better functioning and placement of books in the hostel libraries and Digital lounges. Any problem with the food and its quality is tackled by the Student Mess incharges in discussion with the Mess Contractor. Most importantly, the Anti-Ragging Squad has students actively engaged in sensitizing and counseling their peers about the menace of ragging and reporting, in the nascent stage, any cases thereof to the Anti-Ragging Cell of the institution. The students also take the initiative in planning hostel and common room events, along with upkeep of the gym and fitness activities. The Hostel administration is therefore a fine

example of decentralization and participative management.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institutional strategic/perspective plan has been actively deployed in the last five years to promote research. The College has a well-defined College Research Promotion Policy formulated by the Research Committee to foster a research culture among faculty members and students. The Research Promotion Cell, Ethics Committee, Innovation Cell along with all the teaching Departments work in tandem to endorse research at both faculty and student level; create platform for research training and development programs; give financial and other incentives for minor research projects, paper publications, conference and workshop registrations and travel grant. Due recognition and rewards are given for research publications in SCOPUS, Web of Science, and UGC-CARE Listed journals. The national and international publications for the last five years are as follows: 2021-20 (National- 29), 2019-20 (National- 31, International -24), 2018-19 (National-7, International-21), 2018-17 (National- 19, International-50), 2017-16 (National-73, International-88). The above illustrations show how the college promotes research acumen.

The temperament for research is sought to be inculcated amongst the faculty by encouraging them to apply to government agencies for grant of research projects. For example, in the year 2019-20, the faculty secured an amount of Rs 50,000/- which was sanctioned by Chandigarh Commission for Protection of Child Rights for interdisciplinary research. Rs. 75,000/-were sanctioned for interdisciplinary research by Department of Science, Technology and Renewal Energy, Chandigarh.

The Institutional Innovation Council as per the guidelines of MHRD regularly organizes sessions on Business Model Canvas, Business Plans, Funding etc and is actively instrumental in providing opportunities to students and faculty to innovate and ideate.

A progressive number of faculty members completed their Ph.D in the previous five years. The P.G. Department of English is running a Research center for M.Phil and Ph.D students. Teachers from various other departments are also supervising Ph.D students.

The college has collaborated with some prestigious organizations such as the London School of Management Education, the Entrepreneurship Cell of IIT Bombay, ICMR Center for CIBIOD, PGIMER Chandigarh, among others, and signed MOUs with these to broaden the research horizons of the college faculty and students. The College regularly holds Faculty Development Programmes, national and international seminars, webinars and workshops on inter/multidisciplinary research to strategically promote

research within college. The College has also subscribed to Urkund, a Plagiarism Detection Software and the facility is available for all members of the teaching faculty who use it for running a check for their own research as well as of the students working under their guidance at the undergraduate, postgraduate, M.Phil and PhD level.

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[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 DAV College Managing Committee and the Governing Body of MCM DAV College are at the helm of the institution's affairs. The college functions under the principles and policies charted out by both the bodies. The Governing Body includes the Management, the Principal and two elected members of the teaching faculty to chalk out the overall development plan of the institution and monitor the implementation of policies of the institution. The Principal of the institution is the Chief Executive, and an effective link between the Management and the institution to ensure the execution of plans envisioned by the Management, while also providing the leadership necessary to preserve and promote the unique work culture of the institution. The Principal, in consultation with the Standing Advisory Council, the IQAC, the Registrar, and the Bursar takes all the major decisions related to the functioning of the college.

All curricular aspects of the institution are looked after by the Principal, IQAC and by the heads of various departments who guide and work in tandem with the teaching faculty of the respective departments. The charting out of monthly teaching plans, modes and methods of pedagogy, periodic assessment through tests/mid-semester exams/ practical exams/projects/presentations/fieldwork is carried out to fulfil the curriculum requirements as per the University guidelines.

Co-curricular activities are conducted under the supervision of Deans, Convenors of different committees, clubs and their members from the teaching faculty as well as students.

The functioning of academic aspects of the institution is executed through the Principal, Advisory Committee and the heads of respective departments. In addition, Dean Admissions along with the Admission Committees of various programmes ensures a smooth admission process at the beginning of the session. Similarly, the Examination Committee functions under the supervision of the Principal as Chief Coordinator, Dean Examinations and other members of the Examination Committee to hold Mid-semester and End term exams.

The secretarial, administrative, and financial services in the institution are handled by the respective Superintendents of the Establishment and Accounts Branches with the assistance of other staff. The support staff plays a crucial role in the smooth functioning of the institution especially in managing and maintaining the library, hostel, sports facilities, laboratories, and Incubation centre. The cleaning and gardening services have been outsourced to ensure that the campus remains clean and green at all times.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.3 Implementation of e-governance in 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](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

- Loans against employee provident fund for marriage, higher education of child, purchase of vehicle, construction of house etc are provided to the employees when in need.

- Organic seasonal fruits and vegetables grown in the college campus are distributed for free among the staff members in routine.

- Free in-college residence facility is provided to the employees of the college.

- Beauty and cosmetic care services are provided to the employees of the college at concessional rates.

- Medical and dental facilities are provided free of cost to the employees

- Gym and yoga facilities by a trained professional are also available free of cost for the staff of the college.

- Routine medical checkups and camps in collaboration with prestigious hospitals of the Tricity are also organized by the Medical Committee of the college. Routine health check-ups and medical tests are conducted for non teaching staff members, canteen and mess staff

- Fee concession is provided to the wards of DAV employees by the college.

- Gifts are given to the non-teaching employees of the college at the time of the Diwali festival. Staff members are given gifts on the occasion of their superannuation and are felicitated with plants on their birthdays and on their special achievements.

- The institution provides research grants to its staff members for attending seminars, workshops and conferences. They can also get their research projects sponsored out of the research seed money of the college. Apart from this, the innovation seed money is also available to staff to fund their own startup.

- The institution also has a facility of Child Day Care Centre for the wards of employees.

File Description	Document
Upload any additional information	[View Document](#)
Paste 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: 13.04

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**

2020-21	2019-20	2018-19	2017-18	2016-17
29	42	24	8	14

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

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

Response: 3.8

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**

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	5	3	2

File Description	Document
Upload any additional information	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[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: 17.55

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
38	40	20	11	46

File Description	Document
Upload any additional information	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The IQAC has designed the Performance Appraisal forms for both the teaching and non-teaching staff members(permanent and temporary). These forms are accessible through the College website. The filled forms are submitted to the concerned authorities at the end of each academic year. The form seeks not only general information like date of joining, area of specialization, academic qualification added in that current year but also about classes taught, and result statements of the last session. Details about refresher/orientation/workshops or other courses attended are also mentioned. Research contributions by the staff in journals or projects and PhD supervisions are also included in the form. The form also seeks information on institutional responsibilities in the form of examination duties, paper setting and evaluation of answer sheets. Information about membership in any professional body, Board of Studies, as well as positions held as Editor/Reviewer of Journals etc. are also included. Participation in seminars and conferences organised during the year at college, state, national and international levels is also declared through these forms. Staff members holding the position of convenor/coordinator or member of any college committee also state it in these self-appraisal forms. This form also seeks information about Counseling/Mentoring/Remedial Classes rendered to the students by the staff during that academic session.

File Description	Document	
Upload any additional information	[View Document](#)	
Paste link for additional information	[View Document](#)	

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Public Financial Management System (PFMS), which provides real time utilization of funds, is used for the transactions regarding Government of India grants.

All fees and funds are received online. The financial transactions are cashless through PFMS, NEFT, RTGS, Google Pay, cheque and bank drafts.

To ensure transparency in the financial management of the college, regular audits are conducted. Three types of audit i.e. internal audit, statutory audit and Government audit are conducted in the college to check the accuracy and transparency of the financial statements of the institution.

Internal Audit is conducted on the direction of the college authorities by a certified Chartered Accountant appointed by the college. The organization appointed for this purpose is Cahum Services Pvt Ltd. '

Statutory audit is a mandatory audit conducted annually by a CA appointed by DAV CMC. At Mehr Chand Mahajan DAV College for Women, this audit is done by CA Vishal Sharma from M/s Nitin Mahajan and Associates. The checking and verification of all income and expenditure accounts including the amalgamated fund, general fund, grants from government, hostel funds is done by the CA.

 External audits are conducted by Government auditors as and when required. The direction for the same comes from Indian Audit and Accounts Department, Office of the Principal Director of Audit (Central), UT, Chandigarh. The most recent audit was done in the year 2016-17 for the financial year 2015-16. The accounts audit by the government auditors include salary accounts of Grant-in-Aid positions, utilization of government grants like those from University Grants Commission and Rashtriya Ucchatar Shiksha Abhyan.

In case of any queries raised by the auditor, the required documents are provided to the CA(Internal/External) immediately in the same audit process.

File Description	Document
Upload any additional information	[View Document](#)

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 14.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
2.2127	3.298	1.241	2.566	5.243

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

The institution has a Resource Mobilization Policy in place. The Principal, Bursar, and the Accounts department prepare the budget as per institutional policies. The various committees of the college submit proposals to the Bursar and Principal of the college. The budget is prepared after careful consideration of these proposals, which is then sent to the DAVCMC, New Delhi for approval and record. Once approved, the budget is utilized in the institution after the approval by the Principal, in consultation with the Bursar as per the sanctioned plan and requirement of that financial year. The Accounts Branch of the College maintains records of all the expenditures. These records are audited annually by the auditing authority.

The sources for mobilization of funds are as follows-

1. Deficit Grant-in-aid from Chandigarh Administration

2. College fee, hostel fee and funds

3. Various grants from government and non-government agencies

4. Scholarships

5. Rent from examinations held on the College premises by outside agencies

6. Sponsorships

7. Rent from commercial concerns operating within the institution such as Food Court, Document Centre, Book Shop etc.

8. Income from the sale of manure and plants to staff members

9. Sale of college and hostel prospectus

10. Funds received as registration fees during workshops/seminars

11. Miscellaneous income from:

a) Stalls put up during Fests, Fairs and Events organized by the College

b) Stalls put up in events of Chandigarh Administration

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

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

Response:

1. The IQAC has led the formulation of the most relevantly needed policies for maintaining quality outcomes in the institution. These include Gender Sensitization Policy; Student Grievance Redressal Policy; Policy for Scholarships and Cash Incentives; Green Campus Policy; and Policy and Procedures for Mobilization of Funds. These policies help the institution in effective decision-making, assuming a transparent approach & procedural clarity.

2. The Feedback system of the institution has also been developed by the IQAC as an established norm. The college Student Satisfaction Survey can be filled by the students on the Student dashboard under the MIS. Curriculum feedback by students, parents, teachers, employers and the alumni is sought through Google Forms circulated by the Feedback Committee of the College. Exit Survey of the outgoing students is undertaken by the Feedback Committee. Feedback of FDPs/workshops and other activities organized is also taken by the IQAC/ organizing committees. The respondents are required to submit their responses on a set of statements generally on the Likert scale. After the feedback is received, it is analyzed by the Feedback committee and the results are shared with the head of the institution. Year-wise analysis of SSS, Curriculum feedback and Exit Survey is posted on the College website. The suggestions from the feedback are then used for improvements in relevant areas.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The institution examines its teaching-learning process, methodologies, structures of operations and learning outcomes at regular intervals through IQAC set up as per norms. The IQAC also records the step-by-step improvement in different spheres. In the period of past five years, the IQAC has proactively responded to all approaching challenges through timely reviews and working out a roadmap for action:
Review of Curriculum Delivery
As a post-accreditation quality initiative, the comprehensive syllabus is divided into monthly teaching

plans, which provide a month-wise break up of the syllabus for the complete session, thereby making monitoring of curriculum delivery more efficient. The plan in its template form suggests multiple teaching techniques (such as PPTs, group discussions, audio-video recordings, etc) to be used for covering the entire syllabus. The teachers are encouraged to develop, use and mention in their plan any unique and new techniques that they may have innovated.

Review meetings at the departmental level are conducted at regular intervals to assess the progress made in covering the syllabus as per the plan.

Review of Online Teaching Process in COVID Situation

Examinations were organised in online mode during the Pandemic period. Also, in order to ensure maximum class participation by the students, online assignments were given regularly, and a complete record of the same was maintained in Google Classroom. The IQAC organised Experiential learning and e-teaching webinars and training on GSuite usage for the faculty members to prepare them better for adapting to the unexpected scenario emerging in teaching due to the Pandemic. Guidelines on e-content development & online posting of created content were shared with teachers.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[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:

Our institution remains committed to empowering young women through education and transforming them into well-informed agents of social change. We ensure safe and secure environment for the holistic well-being of all our stakeholders.

Specific facilities provided for women in terms of:

Safety and Security:

- Our campus is well-equipped with safety and security facilities. Well-trained and vigilant security guards have been deployed at several places across the campus which is under 24X7 extensive CCTV surveillance system.
- Our college has demarcated its boundary with barbed wires and wall spikes.
- ID cards have been issued to the students and staff to prevent entry of outsiders into the College premises.
- There are separate washrooms for students, female staff and males.
- Complaint boxes have been installed in the hostel and campus to collect suggestions or complaints from the students or female staff.
- We have Internal Complaints Committee (ICC) against Sexual harassment with its composition as per the guidelines of MHRD, Government of India.
- Anti-Ragging Cell, Grievance Redressal Cell (for staff and students), and Student Council have been duly constituted for safeguarding the interests of stakeholders and for settling the grievances if any.

Counselling: Geetanjali Counselling Helpline Committee, Career Counselling Cell, Women Development Cell, Personality Development Club and Mentorship Committee have been constituted to address the psychological and emotional concerns and to monitor academic grades of each student.

Common Rooms: The College has separate common rooms, computer labs, library for staff and students with all necessary facilities both in the hostel and in college.

- All the Departments have departmental rooms to facilitate meetings and discussions.
- Common rooms for the boarders in the hostel as well as in college campus ensure a designated space for them to meet and discuss various issues.
- Special areas such as Celebration Ground with benches/stools, Open theatre, Open grounds, Gym, Amphitheatre, Green Lawns, Sports Ground, Canteen have been provided for recreational and cultural activities.
- Sanitary pad vending machine and incinerators have been installed in the wash rooms of the students and the staff for maintaining basic hygiene.

Day Care Center for Young Children:

Our male and female staff members can leave their children upto 10 years of age in **Madhuban-** our well-equipped child- care centre run by very dedicated staff. This ensures that they remain stress- free during their office-hours.

Activities for Gender Equity:

- NSS, NCC, Equal Opportunity Cell, Personality Development Club, Women Development Cell and the Sociology Department of the College, regularly conduct Webinars, Workshops, Flash mobs, Nukkad Natak, rallies, Self defence workshops, and Health Camps and programmes like International Women's Day, National Girl Child Day to reinforce gender equity. Cyber Security workshops have been conducted to make the students aware of rising cyber-crime.
- Students are given optimum opportunities to participate in sports and develop holistic personality and our college is the first institution in Chandigarh to have introduced the adventure facility of rock climbing of international standards.
- Institution's Innovation Cell (IIC) and Skill-Development Committee organize Workshops and Awareness Programmes to foster skill-enhancement and create a robust entrepreneurial ecosystem.

File Description	Document
Link for annual gender sensitization action plan	[View Document](#)
Link for 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](#)

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](#)
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:

Solid waste management: Our consistent endeavors to preserve ecological balance through Zero-Waste policy bagged us FIRST rank in Swachhta among Residential Colleges category in India in 2018.

- Our Bio Gas Plant is a 'Waste to Energy' initiative and a form of sustainable waste management and fertilizer production. This initiative has been taken to manage all the leftover and green waste generated in the hostel mess and the college campus.
- The college hostels, along with other food kiosks in the campus, generate around 80 kg of solid food waste per day. It is collected in the digester and converted into Biogas which is used in the college canteen.
- Wastes like plastic, glass, newspapers, used paper and old files are collected and sold to recycling agencies or vendors regularly.
- Incinerators have been installed in the washrooms for the disposal of sanitary napkins in an environment friendly manner.

Waste recycling system: Our institution has a connection of Tertiary Water supplied by the Municipal Corporation. The connection load is 2.0 and this water is used for irrigating the gardens in the campus.

Hazardous chemicals and radioactive waste management: For the waste management at the source level and to protect the environment from the chemical waste, eco-friendly lab practices are followed in our laboratories:

- Fume hood has been installed in the chemistry lab with an objective to prevent the release of hazardous substances into the general laboratory space by controlling and then exhausting hazardous and/or odorous chemicals.

- Another practice includes the recovery of the unused solvents from various experiments carried out in the lab. The recovered solvents are distilled in the lab for reuse and not discarded. Some solvents like alcohol are used for quenching of the left-out traces of sodium after the experiments. The solvent like recovered hexane is used to keep sodium pieces to prevent its direct exposure to air and moisture.
- The segregation of solid (silica) and liquid waste is also regularly practiced in the laborartories.
- The acid and alkali recovered after the experiments are reused for the effective cleaning of the laboratory glass wares.

Liquid waste management: 50,000 Litres/day capacity Sewage Treatment Plant (STP) has been installed in the college campus with the primary objective of recycling liquid waste water generated in the toilets of the academic and administrative blocks of the college. The filtered treated water is pumped to the college gardens.

Biomedical waste management: The institution does not produce any biomedical waste and the chemicals in the labs are diluted before being discarded to maintain eco-friendly environment.

E-waste management:

- Old computers and its peripherals are upgraded regularly to continue their usage and to avoid generation of unneccesary wastage.
- E-waste like electronic components (plastic/metallic) are handed over to recycling agencies.
- The college has signed MoUs with Ramky Envirno Engineers Limited and M/S Ortech India Corporation to manage E-waste.
- As one of the E-waste management techniques, Compact Discs and other disposable non-hazardous items are used for art and craft.
- Red bins have been kept in the college campus to collect E-waste.

File Description	Document
Any other relevant information	[View Document](#)
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for 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](#)
Link for 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](#)
Any other relevant documents	[View Document](#)
Link for any other relevant information	[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: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)
Certification by the auditing agency	[View Document](#)
Certificates of the awards received	[View Document](#)
Any other relevant information	[View Document](#)
Link for 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](#)
Any other relevant information	[View Document](#)
Link for any other relevant information	[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:

Our institution remains committed to the glorious ideals envisioned in the philosophy of Swami Dayanand Saraswati and Mahatma Hansraj. Rooted in ancient Vedic traditions, we believe that the entire world is our family and, in the welfare of all, lies the welfare of the self.

We strongly reiterate that education is the catalyst of change as it ensures empowerment of the mind leading to social and national transformation. Socio-economic disparities, cultural differences and, gender stereotypes are the roadblocks we should avoid. Promoting the culture of inclusivity in our institution students from the diverse socio-economic, cultural-linguistic spectrum are admitted to our institution from India and abroad.

Various committees with dedicated and motivated mentors of our college exhort the students to transcend the boundaries of their curriculum and reach out to the marginalized sections of society so that the motto *"Sabka Saath Sabka Vikas"* can be realized. Fee concessions and scholarships to students of economically weaker sections are given and stationery items are also donated from time to time. NSS and UBA Teams reach out to the neighbouring villages in order to celebrate National Days with the less privileged and strengthen the idea of Unity in Diversity. Even during COVID-19, our volunteers sensitized residents in their respective adopted villages and collected funds to help the needy. Masks, soaps, sanitisers and immunity kits were also donated by the volunteers.

Cultural and linguistic inclusion remains our priority and we organize various programmes under NSS, Unnat Bharat Abhiyan, Ek Bharat Shrestha Bharat, Equal Opportunity Club, Career Counselling Cell, Swachhta Committee, Personality Development Club & Women Development Cell to urge our students to rise above the boundaries of gender, caste, colour and creed. By celebrating all the regional and national festivals like Independence Day, Republic Day, Lohri, Baisakhi, Basant Panchami, Green Holi and Diwali, we celebrate the diversity of our nation. Various programmes on the cuisine, attire, culture, literature and

art of Dadra and Nagar Haveli, our paired state under Ek Bharat Shreshtha Bharat mission of the Govt of India have been organized to familiarize the students and staff with our multicultural fabric. 'Ek Vakya Ek Din', a Govt of India initiative, was undertaken to encourage the use of 22 Indian languages scheduled in the Constitution of India.

 All the stakeholders are exhorted to remain steadfast in their resolve to maintain the unity and integrity of the nation and strive for global peace. The institution inculcates a deeper understanding of individual strengths and the way collective effort can shape up a bright resurgent India where equality is a norm rather than an exception. A sense of universal brotherhood, thereof, is promoted and a sense of interdependence among all the social, cultural, regional and linguistic groups is encouraged to inculcate the spirit of ' Vasudhaiva Kutumbkum'.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response:

I. Patriotism/Celebration of National Days:

        To promote the spirit of patriotism and commitment towards National integration, days such as Gandhi Jayanti, Constitution Day, National Voters' Day, International Day of Yoga, Republic Day, Rashtriya Ekta Diwas, Independence Day, Akshay Urja Diwas are celebrated annually.

     For such patriotic commitments, NSS, Rotaract Club and NCC (Army and Navy Wing) of the college organize programmes and activities that reinforce constitutional obligations and patriotism among students and staff.

II. **Fundamental Duties and Rights of Indian Citizens** including **Environment Consciousness**:

- The Legal Literacy Cell, Vigilance Cell and Electoral Literacy Club of the college have been constituted with an aim to sensitize students (i) about combating corruption and (ii) on their election rights and familiarize them with the electoral process of registration and voting, Consumer rights, and POCSO (Protection of Children from Sexual Offences) Act. in collaboration with the State Legal Services Authority.
- To promote Swachh Bharat Abhiyan, awareness programmes based on ban on usage of plastics, cleanliness drives, Swachhta Pakhwada, etc. have been organized by NSS, NCC, Swachhta Committee, Plastic-free campus Committee, MCM Eco-Club 'Parivesh' and by various departments.

- Students participate in activities like Tree plantation drives, Plastic and Swachhta Awareness rallies, Drug awareness, Peace, Non-Violence awareness campaign and anti-tobacco pledge etc. with an aim to inculcate environment related consciousness among students.
- Character Building Committee organises events to inculcate the virtues of good citizens among students.
- NSS, NCC, Rotaract Club, Women Development Cell, Red Ribbon Club, RUSA and Medical Committee of the College organize awareness programmes on Drug Abuse, blood donation drives, food and relief material donation drives, Road Safety Awareness Campaigns, POSHAN Abhiyan, Fire mock drill, and training sessions on Fire Fighting. During disasters like flood in Kerala, Rotaract Club of the college organized donation drives to raise funds and other utilities for relief.
- With an aim to promote Right to Education, NSS, Rotaract Club, RUSA of our college organized awareness campaigns such as Samarth 2.0 and Beti Bachao, Beti Padhao, and events/programmes related to NEP - 2020.
- World AIDS Day, Human Rights Day, Vigilance Awareness Week, the Birth anniversary of Swami Vivekananda ji, Gandhi Ji, International Day of Persons with Disabilities etc. are celebrated in order to inculcate moral values, ethics and empathy among students.

III. **COVID Appropriate behavior**:

To prevent the spread of COVID -19 virus and sensitize students and staff to follow COVID related appropriate behavior, several awareness activities were organized by NSS, NCC, UBA Cell, Equal Opportunity Cell and Swachhta committee that included:

- Immunization awareness campaign that was launched in collaboration with Mahatma Gandhi National Council of Rural Education (MGNCRE), Govt of India .
- Sanitization drives have been conducted at regular intervals
- Distribution of masks, soaps, and sanitizers by NSS volunteers and NCC cadets
- Webinars and workshops to discuss myths and realities regarding COVID behavior
- Covid-19 safety protocol was followed as per the directives of the government.
- During COVID the institution donated Rs, 6,64,468/- to, PM Cares Fund.

File Description	Document	
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document	
Link for any other relevant information	View Document	

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

1. **The 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](#)
Any other relevant information	[View Document](#)

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

Response:

In keeping with the multicultural fabric of the country, our institution organizes programmes to mark the days of national and international importance.

As the world is our oyster, international days like UNO Day, International Women's Day, World Environment Day, AIDS Awareness Day, World Cancer Day, World Rainforest Day, World Health Day, World Mental Health Day, International Happiness Day, World Blood Donation Day, along with Indian Independence Day, Constitution Day, Voters Day, and Unity Day, etc. are aimed at sensitizing the stakeholders about contemporary national and global issues. Our institutional Committees like Swachhta, ICC, AIDS Awareness Committee/ Red Ribbon Club, NSS, NCC, UBA, Eco-Club, Sustainable Development Committee, EBSB, RUSA, Character Building Committee and Geetanjali Counselling Helpline have been engaged in strengthening not only the multicultural fabric of India but also cultivate universal humanism.

Workshops, Awareness programmes, Film and Documentary screenings, Meet and Greet sessions with acclaimed authors, and entrepreneurs, Quiz, Declamation, Poem-writing and Poem-recitation, and Essay Writing competitions sensitize the stakeholders about the importance of addressing national and international issues. The essence of these programmes lies in the fact that young minds are exhorted to connect with the society and synergize with the world at large.

Our institution organizes programmes to instill patriotic fervor among our students to strengthen the concept of Unity in Diversity which thrives in our Indian consciousness. NCC and NSS units organize camps in order to soak in the spirit of oneness. Cultural, linguistic and sartorial diversity in different states of India is celebrated to mark important days like Lohri, Basant, Baisakhi and Diwali. Our students reach out to the marginalized sections of the society and celebrate important festivals with them to foster a spirit of camaraderie and universal brotherhood.

We are committed to the idea of an inclusive society and organize programmes dedicated to Senior Citizens, Divyangjan, and people with alternate gender orientation.

Environment Consciousness is integral to our vision of a healthy and robust system keeping in view the global concerns of Climate Change. Our institution remains committed to undertaking activities pertaining to personal hygiene and societal well-being as holistic development is a perfect amalgamation of both these aspects. Swachh Bharat Mission, a Govt of India mission, has been carried out in letter and spirit by Swachhta Committee and we bagged the First Rank in India among the Residential Colleges category in 2018 in the Swachh Bharat Sarvekshan and third rank in the citizen-led initiative in 2019. Our Swachchta Interns continue their endeavours to eradicate the evils of Cyber Crime.

World Environment Day, Earth Day, No Tobacco Day, Car- Free Day are celebrated very enthusiastically to generate awareness about these socially relevant issues. Tree Plantation drives are undertaken in the adopted villages by the NSS and UBA Teams and Horticulture Committee.

Programmmes are organized to mark the days of social relevance like 'Poshan Mah' 'Beti Bachao, Beti Padhao' and ' Green Holi' and ' Eco Diwali.

Cycle and Helmet Rallies are organized to reinforce Road Safety Rules in association with the Traffic Police, Chandigarh.

We actively participate in road safety weeks and " Eat Right Mela" organised by Chandigarh Administration.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)
Link for Geotagged photographs of some of the events	[View Document](#)
Link for any other relevant information	[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 1: Skill Development: The New Age Mantra

Objectives

- In line with the Skill India mission our institution endeavours to make students employable and professionally capable. Skill development activities are organized to impart and hone these skills in our students that can be instrumental in envisaging successful careers for them.
- As life-long skills are an integral part of education, we provide students with the essential confidence and skill-set to make their lives productive and activities are planned with this objective

in the college.

- In view of the Sustainable Development Goal -4 of the U.N, there is a dire need to generate awareness about strategies to maintain ecological balance and therefore, workshops and hands-on training to the stakeholders is imperative.
- The institution also encourages research, innovation, creativity and entrepreneurial skills in the students through diverse workshops, seminars, field visits, research projects etc.

Context

- Education today is not about rote learning and theoretical knowledge alone and making students employable is a basic priority in any progressive educational institution.
- In the age of razor-sharp competition, students need to be encouraged to be innovative so that they stand out in the job market and their skills enable them to realize their aspirations.
- In the last five years, the professional environment has transformed in a multidimensional way and the need for upgraded skills is constantly increasing. However, this task can be not only daunting but also challenging for students who are expected to be accomplished in several fields at the same time. This is where the need of a focused pedagogical institution comes in.
- As a premier institution, we realize that skill generation and development is essential to education and are, therefore, forever, alive to creating such opportunities for students which can be useful for them.

Practice

- A vast array of programmes have been organized in order to upgrade the skills of students, faculty members and the staff to keep pace with the changing needs of the academic spectrum. Faculty Development Programmes for all the stakeholders have been organized, leading to qualitative changes in teaching learning and administrative functioning.
- A 7-day RUSA-Sponsored FDP was organized from 26th November 2016-2nd December 2016 with special emphasis on 'Information and Communication Technology: New Dimensions in Research and Higher Education' to give an impetus to the Research Quotient among the faculty members.
- Various activities were organized in the last five years to upscale the learning initiatives focusing on areas such as soft skills, entrepreneurial skills, personality development, technical skills, financial skills, research and development acumen etc. Android Application, SPSS, Translation, Research Data Management, Anti-Plagiarism Software were organized for the students and the staff.
- Keeping abreast with the fast-changing career avenues in the contemporary world, workshops on niche areas like photography, fine arts and performing arts, culinary skills, textile design, interior designing, architecture, biodiversity and many other areas of relevance were also organized.
- The college organizes suitable activities to acquaint the students and allow them to assess their position vis a vis skill devolpment. For example, a Certificate Course on GST was organized by our Skill Development Committee under the Skill Mission, Govt of India.
- During COVID-19, a 7-day programme was organized to acquaint the faculty members with G-Suite by our Dept of Computers Science. RUSA-Sponsored programmes on 'Open Educational Resources' and 'Online Testing Tools' were also organized for the students and the faculty.
- RUSA-sponsored Webinar on 'Paradigm Shift in New Education Policy 2020: Role of Technology in the Higher Education Sector' was organised on 19th September 2020. Prof K Srinivas, Head ICT and Project Management Unit, National Institute of Educational Planning and Administration

(NIEPA), New Delhi and Dr Dalip Kumar, Mission Coordinator, RUSA, Chandigarh, highlighted the importance of using technology in teaching.

- Industrial Visits are also undertaken for giving the students a hands-on experience. Students of Science Departments are regularly taken for industrial visits and field trips to enhance thier understanding of concepts. Students of Functional English are exposed to functioning in the Print Media House as also in the Radio and TV Station every year.
- A series of online Tests 'Samavesh: online Tests for students' was organized to prepare students for various competitive examinations.
- The college also has a Research Centre in English, affiliated to the Department of English and Cultural Studies, Panjab University.
- Awards and incentives are given to faculty members to promote research in terms of projects, paper publications etc. Many faculty and student projects in socially or academically relevant areas like Cyber Security and Traffic have been funded by the Chandigarh Administration. In this way, a spirit of positive and productive research is also infused among the stakeholders.
- Awareness Programmes on Incubation and IPR are organized by Institute Innovation Cell (IIC). Ideation Competitions are held from time to time in order to hone the innovative and entrepreneurial streak among the students.
- To keep the students healthy in body and mind, various initiatives are taken by the institution which promote a self-sustaining awareness and practice of healthy lifestyles.
- Committed to the holistic well-being of our stakeholders, our dedicated faculty members of Geetanjali Couselling Helpline provided Psycho-Social support to students during the pandemic.
- Our annual endeavor 'Be a Health Manager' in coordination with experts from PGIMER Chandigarh, focuses on instilling good eating habits among the students and the staff.
- A 40-hours programme 'In Sync' was organized to initiate students into the competitive world by training them in detoxification of mind, time-management, leadership, team-spirit and conflict management.
- In order to facilitate balanced lifestyle in the highly-competitive world, RUSA-Sponsored Workshops on 'Stress Management', 'Success in the Institutional Framework' were organized for the Support Staff. A workshop on 'Financial Management' by the SBI Officials and more Awareness Programmes were organized to upgrade their knowledge about the Service Rules.
- Our college strives to tap into emerging areas such as urban farming, wellness studies, food science, waste management etc. and generate suitable professional skills in students.
- Regular Tree Plantation drives are undertaken.
- We are a single-use plastic-free institution.
- Swachhta is a norm at our institution and thus special care is taken for waste management in the institution.
- E-Waste MOU has been signed with Ramky Enterprises and M/S Ortech India Corporation.

For more details visit:

Skill Development Reports:

https://mcmdavcwchd.edu.in/skill-development/#1570422613897-49bc4692-6bec

IIC & ARIIA Reports: https://mcmdavcwchd.edu.in/iic/#1560836674983-21bb0721-bd4c

Research: https://mcmdavcwchd.edu.in/research/

Evidence of Success

- The Institution Innovation Cell of MCM received an acknowledgement from the Ministry of Education, Government of India for its innovation and start-up initiatives in 2018-19, 2019-20 and 2020-21.
- Ministry of Skill Development and Entrepreneurship, Government of India, accredited the college as a Goods & Services Tax (GST) Accounts Assistant on 9 December 2019.
- Our workshop on GST helped over 50 participants to handle the individual projects of GST returns and registration.
- Our workshops like 'ARISE', 'Ethics in Research', 'Use of Open Educational Resources', 'Online Assessment Tools' and 'Be a Health Manager' received tremendous response in the form of online registrations from almost all states of India and professionals, faculty members and students from Estonia, Australia, USA, Bangladesh, Pakistan, Sri Lanka, Nigeria, Switzerland, Philippines, Jordan, Ghana and Oman.
- Our Workshop on Guidance for Psychosocial Counselling and COVID Helper Skills enabled 5-6 structured teams out of 500 participants to fulfil different roles and responsibilities (including providing authentic information related to availability of hospital beds, oxygen supplies, essentials, food supply, medicine etc. and provide on-ground help for COVID affected families).
- Our series through IIC have also inspired and enabled our students towards entrepreneurship and start-ups.
- Our urban farming initiatives have made our students receptive to the skills and benefits of the same. Even our workshop on healthy cooking has garnered a lot of appreciation and a demand for an advanced session on the same.
- The Research Centre in English currently has 14 researchers enrolled who are pursuing their M Phil/ PhD degrees. One M.Phil dissertation has been submitted and the researchers have been publishing and presenting papers, in addition to writing their theses.

Problems encountered

- The demands of the syllabi often pose a challenge to the extensive training that is ideal for several skills that we wish to offer.
- The pandemic posed a veritable hurdle in the efforts to promote skill generation and hands-on learning environment could not be provided for many initiatives. Given the universal lack of available employment opportunities, it was a challenge to get suitable placements for our students.

Best Practice 2: Youth Engagement and Community Outreach

Objectives

- To channelize youth as the catalysts of positive change in the society.
- To instill a sense of philanthropy, community outreach and social contribution among the students.
- To develop a sense of civic responsibility to work together to uplift weaker sections, provide aid with service in underprivileged sectors and contribute qualitatively to social development.
- To encourage students to be responsive to the multipronged needs of the diverse social milieu that they are a part of.
- To provide guidance and counselling with respect to equal opportunities for academic, financial, social and other facets and to enhance diversity within the campus.

Context

- The world is what we, the people, make of it and the need for social responsiveness can never be over- emphasized.
- The recent pandemic has taught us that social development and welfare requires universal attention and participation.
- Educational institutions have a prime role in generating awareness in the youth about their social responsibility and engendering in them a spirit of social service and nation building.
- Community-level action in vital areas such as public health, hygiene, eco-friendly living, equality to all irrespective of class, caste, religion, gender and region is urgently required and the youth must be encouraged to take on the mantle of social development upon them.
- Education becomes worthy of its name only when the youth are given the capability to serve the larger community in a planned, holistic and empathetic way and the college has always been alive to this pivotal aspect.

Practice

- Through committees such as NSS, Unnat Bharat Abhiyan, Women Development Cell, Equal Opportunity Cell, Geetanjali Counselling Helpline, Swachhta Committee, Rotaract Club, Electoral Literacy Club, and many initiatives of teaching departments, the college organizes many activities under its vision of social outreach.
- The institution leads by example in the mission to ensure Swachhta and also organizes awareness drives, kar sewas, rallies, seminars, lectures and other such events.
- Our volunteers undertake substantial initiatives to educate the residents in the adopted villages like Butrela, Badheri, Atawa and Burail to maintain a healthy lifestyle.
- Regular drives are undertaken to sensitize the villagers about the importance of girls' education.
- We organized an awareness camp on waste management whereby students were taught about the significance and methods of waste segregation and were also educated in systems of vermicomposting. Students were also taught about the components and functioning of the sewage treatment plant on campus.
- Students were urged to download the Swachhta-MoHUA application and use it to ensure proper communication between citizens and municipal corporations in ensuring cleanliness.
- The college has also been organizing yoga camps from time to time to ensure holistic health maintenance.
- The college also organizes various drives and invites voluntary social action in areas such as blood donation, cancer awareness, AIDS awareness, nutrition and diet awareness, menstrual health awareness, immunity development, physical fitness drives, pledge to stay away from tobacco, cycle rallies etc. Several activities were organized to promote education, health, employment opportunities, cleanliness etc. in the villages adopted by the college. Some recent such activities include oral hygiene camp, awareness rally on Jal Shakti, nukkad natak to spread awareness about water conservation, cleanliness drives, Poshan Abhiyan, gender sensitization, workshop on no-flame cooking, an awareness session on Tuberculosis etc
- Mental health awareness is another area of concern for the institution and especially in the times of the pandemic, we strive to educate, support and sensitize students for mental health literacy. We started a Geetanjali Student online Forum for 500 students to provide psycho-social support during the pandemic.
- To promote the interests of the marginalized sections of the society, the college celebrated Senior Citizens Day, National Girl Child Day, Women's Day, Youth Day and a day to mark Persons with

Disabilities. Special focus is laid on activities associated with the gender equality, 'Beti Bachao, Beti Padhao', laws related to gender rights, and safeguarding against human trafficking, harassment, women's health, menstrual health and hygiene etc.

- Mask donation drives, dispelling of myths regarding Covid vaccination etc were also organized.
- Environment consciousness is a primary agenda at the college. The college celebrates Environment Day, Van Mahotsav, Earth Day, and organizes activities to promote water conservation, sustainable farming practices, sustainable urban farming, LED technology usage, ecological festival celebration, e-waste modelling, garbage disposal techniques, tree plantation drives, employment of bio-energy, ozone layer preservation, alternative energy resources, efforts against single use plastic and green chemistry etc.
- Our alumni being the brand ambassadors of our vision, promote ecologically responsive ways of living and employment of sustainable power sources like solar electricity. Funds are collected to donate solar powered devices to orphanages, adopted village community centers etc.
- The Sustainable Practices committee celebrated World Wetlands Day and organized a field trip to Global Apiaries, India. The committee also organized a quiz on Integrated Approach in science and technology for a sustainable future. Innovative thinking with the idea of sustainability is at the heart of all endeavors initiated by the college.
- The college celebrates Lohri, Basant, Baisakhi and other national days like Independence Day, Republic Day, Rashtriya Ekta Divas, Yuva Pravasi Bharatiya Divas, Constitution Day and Prakram Divas, and other such national days to invoke a feeling of patriotism and nationalism.
- To instill a sense of constitutional duties, a virtual pledge was also taken by 65 NSS volunteers on National Voters' Day to reaffirm their faith in the democracy and integrity of our country.
- The Electoral Literacy Club organizes poetry writing contests, quizzes, declamation contests and Electoral Awareness contests to raise awareness and sense of participation vis-à-vis electoral procedures.
- The State Level Youth parliament festival under the National Youth Parliament Scheme of the Government of India provided a platform to the youth to present their views regarding the future goals and aspirations they have for their country. Our student, Ms Aditi Vijay participated and secured the second position at District level, while qualifying for the State level.
- Ms. Satvika Singh bagged a cash prize of Rs.51,000/- from the Government of India and was declared as Best Intern in Swachh Bharat Summer Internship 2018.
- The college also organizes screening of Pareeksha Pe charcha, and online attendance of Education summit under Akhil Bharatiya Shiksha Samagam to ensure that the faculty and students benefit from the vison laid out for our country.
- Cyber Jagrukta Diwas is organized to ensure cyber safety in today's era of constantly increasing cyber dependency and usage.
- Our college NSS unit received the Best NSS Award from Panjab University in 2018.

For more details visit:

EBSB Report: https://mcmdavcwchd.edu.in/ebsb/#1614164782043-757c8942-56c3

NSS Reports: https://mcmdavcwchd.edu.in/nss/#1568801062918-45ce0e6d-0f3c

UBA Reports: https: //mcmdavcwchd.edu.in/unnat-bharat/#1566298490198-285abb01-f32a

Swachhta Reports: https://mcmdavcwchd.edu.in/swacchta/#1560775413492-95f54c02-d33d

Rotaract Club Reports: https://mcmdavcwchd.edu.in/rotaract-club/

Women Development Cell Reports: https://mcmdavcwchd.edu.in/women-development-cell/

Equal Opportunity Cell Reports: https://mcmdavcwchd.edu.in/equal-opportunities-cell/

Evidence of Success

- Students participated enthusiastically in these events, generated awareness and contributed to the cause of nation building.
- The college has achieved an award for being the Cleanest Campus in the Residential college category at the National level by Honorable Minister of Human Resource Development, Sh Prakash Javadekar in 2018, during Swachh Bharat Sarvekshan.
- The institution and has also received an award for Best Citizen-led initiatives under the Swachh Sarvekshan by the Ministry of Housing and Urban Affairs, New Delhi in 2019.
- The college received appreciation by Mahatma Gandhi National Council for Rural Education (MGNCRE) for participating in and completing the "Largest Tree Plantation Drive in Higher Education Institutions across Chandigarh" on 22 January 2022.
- The Mahatma Gandhi National Council for Rural Education (MGNCRE), Ministry of Education, Government of India gave the college an appreciation certificate for organizing the largest environment awareness activity, "Selfie with a plant" on 5 June 2022.
- The Department of Environment, Chandigarh gave the Best Eco Club Award 2022 to the college.
- The college also bagged the Best Herbal Garden Award of 2022 from the Department of Environment, Chandigarh.
- The Back to Nature and Bird Feed projects of the college received ample acknowledgement from government bodies.
- Under its sustainable farming initiative, the college has been growing fruits and vegetables and nearly 40 quintals have been grown on campus and shared between employees of the college.
- The college won first rank in Swachh Office 2022 by Municipal Corporation, Chandigarh under Mission Swachh Chandigarh.
- Many NGOs and other help groups have come together with the college in these social causes.
- Sanitation drives, hygienic and healthy lifestyle drives at neighbouring villages and aanganwadi schools, initiatives to fight child abuse, eco-friendly lifestyle drives and anti-plastic dries were majorly successful.
- The college received generous support in its fund collection drives for Khalsa Aid, PM CARES and funds for protective gear for PGIMER corona warriors and these were forwarded to concerned authorities.
- The college has created special facilities to suit the special needs of differently-abled persons.
- Activities organized by Geetanjali Counselling Helpline gave psychological support to more than 500 participants.
- Nearly 150 students participated in various initiatives of women development cell including drives to collect and distribute sanitary pads and to generate awareness about PCOS.

Problems encountered

- Constraints of syllabi and the semester system pose a hurdle in the planning and execution of several activities.
- For village-based events and activities, co-ordination with administrative bodies becomes

challenging.
- Our anti-plastic campaign faced a genuine argument from shopkeepers who said that most branded products come packaged in plastic. Major changes in the manufacturing sector and state policy regarding plastic use are therefore required to fully implement the campaign.
- The Covid lockdown necessitated the online mode for our activities and social outreach requires a personal intervention because of limited reach of online platforms in several prospective beneficiary communities.

File Description	Document
Link for Best practices in the Institutional web site	[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:

Rooted in Anglo-Vedic traditions, our institution takes pride in moulding the character of students to reinforce strong values in them so that they can contribute to strengthening the social fabric and upholding national pride in a digitally-driven world. Knowledge intertwined with technical skills and human values can ensure holistic well-being in the contemporary society which faces challenges of disintegration due to narrow-mindedness and class-conflicts. The only way society can march ahead on road to phenomenal growth is by going back to the ancient culture as it has been envisioned in the New Education Policy 2020. True to this mission and vision, we strive to organise programmes to facilitate life-skills among the stakeholders.

Promotion of Vedic values lies at the core of our vision. Vedic Scriptures, as vast reservoir of ethical principles, are the guiding pillars for leading a socially meaningful and enriching life. **Our Arya Samaj Committee** remains steadfast in its commitment to create a holistic space for the students so as to inculcate these age-old values in them through various platforms.

The objectives of the institution include fostering a global perspective among the students, learning about our rich heritage, critically analysing and applying the accumulated knowledge to day-to-day life, helping our stakeholders become invaluable team members, creating awareness about our duties and constitutional values, appreciating diversity of our culture and upholding the national unity and sovereignty.

Havan as an age-old ritual to purify the environment to nurture an overall sense of well-being is a distinctive feature of our institution. The committee organises Havan and spiritual discourses in the College to generate sensitivity among the stakeholders towards the ever-nourishing values of universal brotherhood, women empowerment, personal hygiene and environmental consciousness. A Rishi Vatika, has been designed for special Yoga and meditation sessions.

Believing fervently in the significant role played by women in bringing about a qualitative change in the

society, the Arya Samaj Committee constituted Arya Yuvti Samaj in 2017 and enrolled 70 students as members to carry forward the legacy of Arya Samaj and to strengthen the core Vedic values. It enshrines the elemental Vedic tenet of Vasudhaiva Kutumbkum and service for all. They perform monthly Havan and participate in other Arya Samaj-centric activities like declamation contests, discourse on the teachings and life of Maharishi Dayanand Saraswati and other renowned visionaries.

In 2018, our Golden Jubilee celebrations commenced with 51-Kundiya Havan on the occasion of Makar Sankranti in which senior members of the DAV Managing Committee along with other dignitaries performed Havan to seek the blessings of the Almighty. Hon'ble President of India Shri Ram Nath Kovind's visit to the institution made our Golden Jubilee celebrations truly historic.

Moreover, a monthly Havan is performed and a special feature of it is to shower blessings on all the staff members and Arya Samaj Student Ambassadors whose birthdays fall in that month.

Events such as declamation contests are organised on themes reiterating moral and ethical values. Important days like Makar Sankranti, Guru Purnima and Basant Panchami are celebrated to affirm the significance of our ancient traditions in the contemporary world.

As a unique initiative to reconnect the youth to our Vedic roots and familiarize them with the transformative influence of shlokas and mantras, the Skill Development Committee and Sanskrit Department of Mehr Chand Mahajan DAV College for Women organized a workshop titled '**Dhvani-Chanting of Mantras and Shlokas**'. Dr. Shankar ji Jha, Dean University Instructions, PU graced the event as Chief Guest and Mrs. Sudesh Gandhar, Senior Governing Body Member, DAV College Managing Committee, was the Special Guest on this occasion.

Every year students also appear in **Naitik /Dharam Shiksha Pratiyogita** conducted by Arya Vidhya Sabha New Delhi and bring laurels to the institution. These activities help them acquire life skills and a strong value system which helps them grow as better individuals and motivated professionals. Programmes are conducted to generate awareness about issues like drug-de addiction, mental health, self-esteem and role of youth in reinforcing cultural unity in our country. Equipped with the right life skills and respect for our rich legacy, students are being groomed to apply the educational values to their day-to-day life, thereby making their academic journey more relevant and meaningful.

To develop life skills and to inculcate moral and ethical values amongst students, the **Character Building Committee** was formed in October 2020 with a vision to develop unique character-traits in students which align with the dynamic objectives of education rooted in our cultural ethos. It engages the students in learner- centric activities to inculcate the qualities of resilience, interpersonal skills, analytical outlook, spiritual and ethical perspective, effective communication, respect for constitutional values and environmental awareness. Various online activities were organised even during the lockdown to help the students meet the unforeseen challenges by remaining composed and balanced in trying times.

Students engaged themselves in community outreach even during COVID. They made and distributed face masks in the city. Awareness campaigns for COVID-Safety were also launched and free ration was distributed among the less privileged by our students. The committee distributed nearly 500 masks, sanitisers and Immunity kits to the gardeners, sweepers and other needy helpers in the college itself. These philanthropic measures were duly recognized and appreciated through various awards and accolades. Awareness was generated about the use of herbs and medicinal plants in our everyday life.

As Climate Change is a global issue, our Arya Samaj Committee strives hard to engage the students in Awareness drives for purifying the environment by planting more trees and creating a harmonious ecosystem for posterity. Online programmes dedicated to water conservation and Yoga as a way of life were also organized.

Vedic values remain pivotal to the vision of our institution. To realize this objective, our students, participate in programmes like Desh Bhakti Gayan Competition and Vaad Vivaad Competition. In an endeavour to lead by example, Principal Dr Nisha Bhargava and Dr Seema Kanwar participated in the 1001 kundiya havan on Swami Shradhanand Balidaan Divas during the 24th Varshik Utsav held at Mahatma Hansraj Public School, Panchkula on 23rd December 2021.

Web links:

Institutional Distinctiveness - https://mcmdavcwchd.edu.in/institutional-distinctiveness-2/

Reports of the Clubs and Societies - https://mcmdavcwchd.edu.in/societies-and-clubs-reports/#1626253525237-b4e0f41d-ae0a

Facebook Page - https://www.facebook.com/profile.php?id=100063899656904

File Description	Document
Link for any other relevant information	View Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The list of various distinctions conferred on the institution validates the impeccable reputation earned through a sincere commitment to social, environmental and national causes.

https://mcmdavcwchd.edu.in/wp-content/uploads/2022/08/Legendry-Footprints-1.pdf

https://mcmdavcwchd.edu.in/wp-content/uploads/2022/08/Testimony_of_Excellence.pdf

Awards from 2016-22 (Arranged Chronologically) https://mcmdavcwchd.edu.in/awards/

1. Best Herbal Garden Award (2022)
2. First Position in Swachh Karyalaya , MC Chandigarh (2022)
3. Awarded by Department of Environment, Chandigarh Administration for best ECO-Club (2022)
4. Certificate of Recognition for Sustainable Campus, Mahatma Gandhi National Council of Rural Education (MGNCRE), Ministry of Education, Government of India (2022)
5. Recognition for active participation in the National Intellectual Property Awareness Mission, Ministry of Commerce and Industry, Govt. of India. (2022)
6. Bagged a rank in band 101-150 in NIRF, Ministry of Education (2022)
7. Certificate of Appreciation for completing Use of Gandhi Chhadi and Waste Management Swachhata Drive by MGNCRE, Ministry of Education, Government of India (2021)
8. Recognition Certificate for VENTEL Action Plan Institution by MGNCRE, Ministry of Education, Government of India (2021)
9. Recognized in the band PERFORMER in Atal Rankings of Institutions on Innovation Achievements (2021)
10. Certificate of Appreciation for MANAV Scientific Reading and Comprehension Self-Assessment Module (Students) (2021)
11. Nominated only technical institution for training in Bakery and Food Processing by Ministry of FPI, Govt. of India. (2020-21)
12. Registered on the portal of National Skill Development Corporation, Govt. of India (2020-21)
13. Received 4-Star rating from Institution Innovation Council, Ministry of Education, Govt. of India (2019-20)
14. Appreciation Letter - PI under Unnat Bharat Abhiyan (2019-20)
15. Third Rank in Best Citizen Led Initiative, Swachh Survekshan, Swachh Bharat Mission (Urban) (2019)
16. Skill Development Accreditation Certificate (2019)
17. Identified as 'Mentor Institution' by NAAC to formally induct non-accredited colleges (2018-19)
18. Ranked 1st in the country in Swachh Campus Ranking of Higher Educational Institutes (2018)
19. Best NSS Unit Award, National Service Scheme, Panjab University, Chandigarh (2017-18)
20. Accorded Star College Status by DBT, Ministry of Science and Technology, Govt. of India (2017)
21. Ranked among top-most colleges of India by various magazines since 2008

Concluding Remarks :

Overall conclusive explication about the Institution's functioning:

The functioning of the college exemplifies the commitment of the institution to value-based education that instils social responsibility and encourages good citizenship. We are working to foster a culture of creative entrepreneurship to impart globally relevant holistic education to women.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years** 1. **Academic council/BoS of Affiliating university** 2. **Setting of question papers for UG/PG programs** 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** 4. **Assessment /evaluation process of the affiliating University** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
1.2.1	**Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented** 1.2.1.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 0 Answer after DVV Verification: 2 Remark : Elective courses in B.A and B.SC have been included
1.3.3	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year** 1.3.3.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 354 Answer after DVV Verification: 215
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
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2094	2070	1967	2152	2181 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
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2094	2070	1967	2152	2180 | 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17	

| 2475 | 2435 | 2352 | 2714 | 2463 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2475	2435	2352	2714	2462

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 (exclusive of supernumerary seats)** 2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
185	234	194	201	200 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
185	234	194	200	200	
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2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. Number of mentors Answer before DVV Verification : 172 Answer after DVV Verification: 50
2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 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** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
106	100	109	89	74 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
106	100	109	89	73 | Remark : Values have been changed as per attachment.

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)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 1367.65 Answer after DVV Verification: 1367.6 Remark : VALUE UPDATED AS PER ATTACHMENT
3.1.1	**Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)** 3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
5567750	327617	376750	325000	305000 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
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55.05	2.15	0.75	3.25	1.55	
3.1.3	**Percentage of departments having Research projects funded by government and non government agencies during the last five years** 3.1.3.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
6	7	7	2	3 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
3	2	1	1	3 | 3.1.3.2. **Number of departments offering academic programes** Answer before DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---	
3.2.2	**Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years**

3.2.2.1. **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
32	12	8	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
27	9	8	1	1

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
42	20	27	49	89

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
35	20	27	49	89

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

3.4.3.1. **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
161	150	87	50	20

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
22	37	37	31	12

Remark : Value has been changed considering only the programs relevant to the metric and available supporting documents of the same .

3.4.4	**Average percentage of students participating in extension activities at 3.4.3. above during last five years**
	3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16870	9497	4520	2480	1053

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2200	1500	2000	1700	700

Remark : Values have been changed as per assessment of 3.4.3

3.5.1	**Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**
	3.5.1.1. **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
220	214	126	120	122

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
220	150	52	45	40

3.5.2	**Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**
	3.5.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	11	8	8	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

0	0	0	0	0

Remark : HEI has not provided the requested documents , Accordingly the values have been changed on Pro rata basis.

4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** *(Data for the latest completed academic year)*

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification : 62
Answer after DVV Verification: 62

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

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
28178582	26208238	19154074	17290661	17681549

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
281.7858	262.0823	191.5407	172.9066	176.8159

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 of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1296650	1096170	1082904	593364	840738

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12.96650	10.96170	10.82904	5.93364	8.40738

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**

4.2.4.1. Number of teachers and students using library per day over last one year
Answer before DVV Verification : 1013
Answer after DVV Verification: 300

Remark : Value has been changed on non provided of the required documents during HIE Clarification

4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**
	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)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5736119	8251500	13651707	13044457	12386766

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
57.3611	82.5150	136.5170	130.4445	123.8676

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

2020-21	2019-20	2018-19	2017-18	2016-17
105	78	90	100	169

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
105	78	90	48	169

5.1.2	**Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**
	5.1.2.1. 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:

2020-21	2019-20	2018-19	2017-18	2016-17
361	480	822	508	514

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
185	228	173	76	78

5.1.3

Capacity building and skills enhancement initiatives taken by the institution include the following

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**
4. **ICT/computing skills**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above
Remark : Value have been updated as per attachment provided by HEI

5.1.4

Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
674	1007	491	458	319

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
674	1007	491	458	318

Remark : The values have been updated as per documents

5.1.5

The Institution has a transparent mechanism for timely 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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
79	153	367	193	28

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
79	153	367	193	28

5.2.2	**Average percentage of students progressing to higher education during the last five years**

5.2.2.1. Number of outgoing student progression to higher education during last five years
Answer before DVV Verification : 480
Answer after DVV Verification: 480

5.2.3	**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.)**

5.2.3.1. 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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
211	47	27	35	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
50	47	27	35	17

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
88	121	172	206	101

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
25	40	75	75	15

    Remark : only Outstanding performance have been considered ,and values have been changed based on documents provided by HEI

5.3.3	**Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)** **5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
81	81	107	139	89

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	15	15	10

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	12	11	7	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	5	3	2

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** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of programs offered year-wise for last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
41	38	35	35	32

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
20	18	18	18	17

2.1	**Number of full time teachers year-wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

| 172 | 188 | 190 | 190 | 186 |

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
169	185	187	187	170

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
31829535	49654285	59428986	46220087	42770270

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
318.2955	496.5428	594.2898	462.2008	427.7027

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