



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MATA SUNDRI COLLEGE FOR WOMEN

MATA SUNDRI COLLEGE FOR WOMEN MATA SUNDRI LANE

110002

www.mscw.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mata Sundri College for Women, a constituent College of University of Delhi is an institution, where, inspired by the exemplary leadership displayed by our founder, we strive to achieve excellence in higher education and concurrent empowerment of its women students. The College was founded on 17 July 1967 by the Delhi State Gurdwara Parbandhak Committee and it caters to education of young women. It simultaneously prepares them for a life of impactful by promoting their intellectual sensitivities and proclivities. We are proud to have a strength of 5334 young women in the College. There are 167 faculty members and 66 members of the Non-teaching Staff. This well-qualified teaching faculty and an efficient support staff helps provide an ideal learning environment for the young women.

We provide education in Humanities, Commerce as well as some select Sciences. Our College is one of the eight colleges of University of Delhi offering the B.El.Ed. course, which is an integrated professional degree programme. Keeping in view the need of the present times, we also attempt to encourage skill-based education. Various skill development programmes like Basic and Advanced Courses in Computers, Travel and Tourism, Textile Designing, Foreign Languages etc. are offered by us.

The curricular content of the courses is decided by University of Delhi. Within the mandatory framework, we attempt to improvise and customize pedagogical inputs. Innovative teaching methods including experiential activities, project work and field work are an inherent aspect of the teaching-learning process. Backed by thorough mentoring on an individual level by teachers, students are provided not only with a strong conceptual foundations but also market-driven skills and competencies to succeed in a competitive world. We make all endeavours to infuse a culture of research among faculty and students as we recognize that it is the essential foundation for any Institution of higher learning. Besides our commitment to academic excellence, we also pursue a melange of co-curricular activities with equal enthusiasm for all-around development of students.

The College, is also able to give a sense of comfort to parents of the first generation learners owing to both its minority and unigender status.

Vision

The College was named after Mata Sundri ji, the consort of the Tenth Guru, Guru Gobind Singh ji. It was established to develop and propagate the ideals of academic excellence, empowerment, leadership and social responsibility among young women, as they embark on their journey of life. We provide them a holistic learning experience, shaping the cherished dreams and wings that they hold within themselves. Our vision is to provide quality education to students in an inclusive setting and a multilingual environment, that not only nurtures individual talents but also fosters a spirit of camaraderie and teamwork. This is blended with sound values and ideals. The College works towards fostering the intellectual, physical, social, aesthetic and cultural development of young women.

The motto **“Truth is the highest of all virtues but True Living is higher still”** embodies, in a meta sense, the vision of the institution. The College aims to develop the values of respect, empathy and co-operation in its students and aims to create an environment where they are equipped to be adaptive, yet proactive,

accomplished, yet empathetic in their framework respectful and righteous, yet strong in adherence to the values imparted to them. The institution tries to create a structurally responsive pedagogic environment where the individual needs and the point of view is attempted to be given attention to and students are oriented to the issues of national and global relevance. We aim to empower our students to take on larger responsibilities of the country as citizens by encouraging participative decision-making which in turn promote and enhance leadership skills among them. Besides academic excellence they are also encouraged to strive for an appreciation of arts and aesthetics, intellectual excellence and creativity.

Mission

The mission of the College is to develop human potential to its fullest extent so that our students attain success in all walks of life. The Institution has not only made a mark in the academic field but is also known for developing students to be good citizens with high social and ethical values. We are providing higher education in the realm of Humanities, Commerce and select Sciences with an emphasis on imparting holistic learning. The College strives to be an instrument in the evolution and development of an aware consciousness of its incumbents. It seeks to fulfil its primary aim of being an instrument of delivering quality higher education in an inclusive framework. In order to meet the aforesaid aim, it employs various strategies:

- Ensures the rigorous following of curricular goals, however, it does so with appropriate pedagogical innovation and customization keeping in view the diverse student cohort it is endowed with.
- Works to empower young women to conceive of expanded roles, preparing them to take on larger responsibilities in the country as responsive and responsible citizens.
- Develops structural scaffoldings whereby the requisite skills of analytical decision making, leadership, incorporating creative and critical thinking among young women in various spheres of life evolves concomitant to mandated education.
- Committed to the specially-abled students in a focused and mindful way. Strives to provide a wholesome supportive environment for them to become functional members of the society with dignity.
- Providing opportunities in terms of vocational programs.
- Make students of conscious of their roles and duties towards environment.
- There is a provision to customize pedagogy in a multilingual environment.

The College prospectus succinctly delineates the vision, mission and objectives and the fresh entrants to the College are familiarized with these during the Orientation Programme. Further, the curriculum and teaching learning processes of the College attempt to reflect the mission, vision and objectives in day to day functioning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Mata Sundri College is now more than half a century old and the historically significant geographical location has been a great strength. There is a whole section of women, especially first generation learners who have become, not only empowered women, but also enriched and valuable human resources of our nation because this institution provided an avenue to them for receiving higher education.

The College has a unique place as an institution where it delivers not only conventional higher education, but also ensures a bedrock of strong values. In the present times it is difficult to locate too many institutions delivering quality higher education while maintaining an anchorage in worthwhile values. Parents, who may have been otherwise sceptical of educating their daughters feel a sense of comfort with the institution.

The College is a unigender institution, hence, there is a sensitivity to women's issues with a concomitant concern for their multilateral development. We endeavour to develop an awareness in our students about their vulnerabilities while at the same time giving them exposure to tools which would aid their successful navigation of the same. There is a mindful attention to ensure a flow of regular and relevant knowledge about legal provisions and self development and self help programs for the same.

The Parent Body of the College works towards inducting accomplished, dedicated, and committed individuals as members of the Governing Body of the College. These individuals contribute to the institution both, strategy and heuristics for the achievement of the same.

The College is focused and committed towards responsive attention to the physically challenged students. An honest attempt is made to keep the needs of this section of students while planning and executing ideas. This responsiveness is evident from attention given not only at levels of physical infrastructure, but also all other aspects, viz., sports activities.

In terms of infrastructure, the College fares well and is one of the few colleges which boasts of not only an Auditorium, but also a Seminar Hall and a dedicated Department of Physical Education and Music.

Institutional Weakness

Some of the strengths of the institution also pave the way for certain weaknesses.

The locational advantage also leads to a major disadvantage. Location of the college precludes proposed expansion of infrastructure, be it the augmentation of Sports facilities, or the construction of hostel facilities or moving towards green energy.

Resource capping is a major weakness. Inability to enhance the student-teacher ratio by inducting more faculty has a spiralling impact on quality issues in pedagogy.

Meeting the demands of curriculum effectively and contributing towards operational responsibilities of the College allows for decreased time for the personal intellectual development of faculty.

Being a constituent college of University of Delhi, we are therefore bound to follow the curriculum prescribed by the University and cannot design or develop our own curriculum for Under Graduate and Post Graduate Courses.

Moderate Placement ratio as more of our students need to get placed in top companies.

Industry-academia interaction and exposure needs to increase.

The College offers a number of add-on courses for skill enhancement but the institution needs to offer more such programmes.

The institution needs to focus on Alumni engagement and interaction of the Alumni with students.

The College needs to conduct more Collaborative Outreach and Extension activities.

Institutional Opportunity

The Institution has expanded its resource capacity by utilizing the pandemic for skill enhancement of faculty and students. This can be leveraged for delving into initiation of blended programs by further integrating ICT into teaching-learning.

There is also a possibility of expanding the available Honours course base by bringing some other disciplines which are popular in the ambit of advanced courses. One such course is the Bachelor of Education Programme, a professional degree which would help our students in acquiring jobs in the education sector.

With appropriate handholding targeted at expanding sports infrastructure, the College can provide valuable talent to the pool of athletes for the country.

Keeping in view the reality of a globalized world, the College offers courses in multiple languages. There are also a number of Vocational and Foreign Language courses offered on the campus, which provide an opportunity for value addition to the students. In future, the College would like to introduce more such vocational and add-on certificate and diploma programmes which are extremely popular with students. These programmes will not only enhance skill development but also will increase the employability of our students in the job market.

The College has a fully functional Placement and Internship Cell which organises Career Counselling programmes and Internship drives. In future, the institution can collaborate with the Central Placement Cell of the University and organise more such initiatives. More companies can be invited for Placement drives. It will be our endeavour to strengthen industry-academia collaboration.

The Entrepreneurship Cell can provide an opportunity to students to launch their own start-up ventures, while the Civil Services Society, Motivation to Masters, MBA and CA/CS cells can aid them towards career progression.

The Institution will also make efforts towards strengthening ties with and expanding the Alumni network. This will provide our students an opportunity to engage with and learn from our Alumnae.

The College would like to collaborate and sign more MoUs with Indian and foreign institutions to organize academic as well as faculty and student exchange programmes.

We would encourage faculty to take up more research projects in future.

Institutional Challenge

With increased student intake, it is a challenge to align numbers in subsets with the university mandates

regarding the same. The College regularly updates and expands its infrastructure but sometimes this becomes a challenge as the infrastructure is not completely equipped to support a large student strength.

Creating interface with the industry remains an ongoing challenge.

Allocating resources to enrich student profiles for effective absorption is also a challenge for the College.

The Institution has a dedicated and well qualified faculty. However, it is a challenge for the teachers to take up research-oriented activities along with other duties.

The College offers instruction in a multilingual medium. However, this strength becomes a challenge when it comes to providing reading material for students who are from a non-English speaking medium as most books and journals are in English. The College has tried to address this issue, however this remains a challenge.

The Institution has successfully integrated ICT into teaching learning and online classes have been conducted seamlessly during the pandemic. However, the biggest challenge faced by the institution was the digital divide as students from remote areas could not access the internet.

There are bureaucratic delays in regularization of teaching posts and this is a big challenge for the institution.

The Institution, over the years has collected data regularly on student progression. However, despite an Alumni network this becomes an onerous task as sometimes students do not want to share details of progression with us.

Student placement is another challenge faced by the College.

Keeping pace with the rapid changes in higher education.

Working with the first generation learners and aiding them to become empowered women is our biggest strength but it has also been fraught with challenges. The College does its utmost to provide socio-economic aid to these students by providing them scholarships and financial assistance.

Admission to University of Delhi are in a rolling mode, and the number of students admitted exceed the sanctioned strengths owing to the "cutoff" system for admission. This spirals in to challenges at multiple level.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The College follows a prescribed curriculum and set University Academic Calendar because we are a constituent college of University of Delhi.
- For effective curriculum delivery and to streamline academic processes, timetables and academic calendar are prepared in advance by the College.
- Teachers are encouraged to participate in capacity building programs to enhance their knowledge and pedagogy.
- ICT integration which was already in progress, got further strengthened during the lockdowns to ensure

undisrupted learning through e-learning and LMS.

- All departments take tutorials for focused discussion with students. Teachers also mentor academically weak students whenever such a need arises.
- Teachers have always been supportive and more so during lockdowns, there have been attempts to provide support to the students, with majority of them battling health crisis and family issues.
- There is a strong focus to include socio-cultural issues with a conscious weaving in of plurality in experiences and acknowledging existing diversity as part of the curriculum.
- Teachers are encouraged to practice an effective pedagogy through presentations, case studies, group discussions, role playing approach, real world learning, workshops, seminars, field visits, industrial visits and educational tours.
- For effective implementation of the Continuous Internal Evaluation (CIE) system at the institutional level, teachers plan classes, tutorials, activities, assignments, tests in accordance with the academic calendar.
- College infrastructure and facilities are continuously upgraded with well-equipped computer laboratories, a resourceful library and projector facilities in classrooms.
- Add-on courses are offered by the College such as Travel and Tourism Management, Textile Designing, Computer Application, Foreign Languages – French, German and Spanish. These courses are skill-based and provide work opportunities in the long term.
- The College has organized various short-term courses for students such as Gender Studies, Conservation and Heritage Studies, Building a Positive Self-Image for Success, Entrepreneurial Idea Development and Skill Enhancement, Environment and Sustainability towards a holistic development of students.
- Feedback is collected from students, faculty, non-teaching staff, parents and alumni which helps to identify the issues and also provide suggestions for betterment of the college.
- Parent-Teacher Meetings are held which helps to enrich students' educational experiences and discuss issues regarding their academic development.

Teaching-learning and Evaluation

- Mata Sundri College for Women lays emphasis on the overall development of learners, covering all aspects of learning-cognitive, social, emotional and aesthetic.
- Efforts are always made to improve and update the pedagogy so that teachers and learners are abreast of the changing times and needs.
- We, at Mata Sundri College believe in transparency and therefore, information is shared and disseminated through the college website, like information related to admissions, internal assessment and examinations. Besides, e-resources are made available for students on the College website.
- A College Grievance Committee is in place to look into issues of concern for students and in resolving same.
- With the objective to develop diverse thinkers, learner-friendly approaches are implemented. This objective also defines the pedagogy used in the classroom, which is student-centred and innovative. The College has been able to implement such approach towards teaching and learning through the appointment of well qualified teachers.
- Special attention is given to students from economically weaker sections, physically challenged and slow learners. Their needs are catered through creation of small tutorial groups and a well-structured mentor-mentee system of counselling.
- The COVID-19 pandemic necessitated online teaching-learning to ensure continuity as well as change in learning experiences, the college adapted to these changes with a positive and constructive approach,

thereby making sure that the transition is a smooth and effective teaching-learning process.

- The evaluation system is healthy and transparent, which assesses the progress and performance of learners. Marks of internal assessment are made available on the College website and any grievance of the student is addressed by the faculty or through a well-established Grievance Cell. Thereafter, marks are uploaded on the University Portal.
- The learning outcomes of various programmes and courses, which are outlined by the University in subject-specific curricula – are designed to equip students with knowledge, life skills, moral values and self-reliance. Some students are also able to find appropriate placements as a part of campus recruitments.

Research, Innovations and Extension

- The College has seen considerable progress in research activities in the last five years with faculty members having 167 publications in peer-reviewed Journals and 188 books/chapters to its credit.
- The IQAC took several initiatives to inculcate the spirit of research including organizing a number of conferences, seminars, workshops and webinars. Notable conferences were an International Seminar on Socio-Cultural Study of Agriculture in March 2019, an International Conference on Guru Nanak Dev Ji: Life, Philosophy and Legacy and an International Conference on Recent Advances and Challenges in Finance and Marketing in New India@2022; both held in September 2019. 40 Seminars/Conferences/workshops were organised in the assessment period, highlighting several dimensions of research.
- As many as 25 MoUs were signed with various organizations and educational institutions of National repute. Six FDPs were conducted including an FDP on ICT Based New Paradigms of E-Teaching and E-Learning: Digital Pedagogy.
- Our College organised a skill development session with CEO, National Skill Development Corporation, Mr. Manish Kumar among others. Department of Psychology in collaboration with IQAC, organized a lecture on 'Psychology as Life Skill' with internationally acclaimed Psychologist Prof. Aruna Broota.
- To ensure that our students develop skills and competencies for seamless transition to the work world, the College organised Short term Courses. Our Vocational course on Travel and Tourism currently has an ongoing MoU with Industry operators to facilitate the provision of Skill Development Programmes for students.
- A number of societies organized collaborative extension activities (with government and non-government entities and communities). These included; National Service Scheme (NSS), National Cadet Corps (NCC), ENACTUS, Women Development Cell, Internal Complaints Committee and departments of Political Science, Environmental Science, Psychology, Commerce and Philosophy among others. Activities geared towards raising awareness about social, societal-environmental concerns are a regular feature with enthusiastic participation of all. (247 socially relevant activities were conducted in the last 5 years). Value-based education forms an integral core of College life.
- Our Research Mentoring programme, initiated by IQAC, seeks to arouse a spirit of curiosity and develop research sensibilities among students. Collaborative projects across departments foster interdisciplinary research temper.

Infrastructure and Learning Resources

- The College is Wi-Fi enabled with 100 MBPS internet bandwidth. Institution has been improving and augmenting its infrastructure regularly.

- We have a total of 80 well-lit and ventilated classrooms out of which 27 are ICT enabled.
- We recently developed a new Computer Laboratory which is equipped with 40 computers exclusively developed for B.Sc. (Hons.) Computer Science and B.Sc. (Hons.) Statistics.
- There is an auditorium with a seating capacity of approximately 500 Students, a Conference Hall, Sports Ground with total area of 80X35 meters with an Accessible Ramp. It has a stage size of 14.5 X7.5 meters, a separate office, 01 green room/changing room, 02 store rooms, 01 activity room and rest rooms are available in the Sports Ground.
- We have created an inclusive infrastructure with well laid out ramps, 2 stair lifts, rails, tactile paths, 4 elevators and 1 stair climber for differently-abled students and faculty.
- The enabling unit is well equipped with Angel pro device, braille embosser, smartphones, computers, printers, scanner, etc. and recording facility available for differently-abled students.
- Our library is managed digitally and is searchable through OPAC module. There are computers for students and faculty to access online resources.
- A large number of electronic resources are available through DU Library System which includes e-Shodh Sindhu, bibliographic sources, statistical sources, reference sources, etc.
- The library has membership for N-List which gives access to online journals and e-books. For inclusive learning, there is a separate Helen Keller Unit with braille resources.
- We have a well-resourced IT infrastructure with updated software and hardware. It hosts ultra-modern, well- furnished and fully illuminated independent computer labs. It also includes a server room and two servers connected to the Wi-Fi system provided by the University of Delhi.
- We have digitalised the process of payment of student fees, notification, attendance, internal assessment and time-table modules.
- To continue Teaching-Learning during the pandemic, we created official e-mail accounts for all the students using G-SUITE Learning Management System.
- We have also subscribed to the ZOOM Platform to conduct virtual College programmes like Seminars, FDPs, Workshops etc.

Student Support and Progression

- Mata Sundri College is committed to extend all possible academic, financial, and professional support to every student, thus creating an enabling environment for inclusion and empowerment.
- In addition to the scholarships by government and non-government agencies, the College has provisions for Fee-Concession and Student Aids to the students coming from socially and economically weaker sections of society; Scholarship for Visually Challenged students and meritorious students.
- The College has an actively functioning Anti-Ragging Committee, Internal Complaints Committee and Grievance Cell to deal with students' grievances over various matters. These committees and cells ensure proper enforcement of guidelines laid down by UGC and University.
- The ICC of the College organizes events for gender sensitization and awareness on a regular basis for students and staff members. The Committee regularly monitors the Code of Conduct and ensures Zero Tolerance against matters of Sexual Harrassment.
- We have a full-time Counsellor to ensure emotional well being and personal counselling of students.
- The Placement Cell and all Departments actively organize various events with experts from the field to provide relevant information, guidance and skills with regard to avenues and issues linked with the world of work.
- An increasing number of students now go for higher education and professional courses after

graduation, while many of them get placed in reputed Companies.

- We ensures students' representation and engagement in various co-curricular activities through an elected Student Council. Every department has student representation in their respective societies.
- Students actively participate in different activities initiated by NSS, NCC, ICC, Divinity, Enactus, Earthcon society and others.
- Cultural Society and Physical Education Department organize different Inter-College and Inter-University level events from time to time. The College has witnessed a rise in students participation and achievements in different cultural as well as sports events during the last 5 years bringing recognition and fame to the Institution.
- The College makes an attempt to stay well connected to its alumnae and invites notable alumnae from diverse fields like higher education, administrative bodies, media, schools, performing arts and sports etc. for interaction with present students through talks, workshops and co-curricular events.

Governance, Leadership and Management

- The Vision and Mission reflects the distinctive characteristics of the Institution. The College believes in collective and participative decision making which cuts across faculty, staff and students. This is reflected in a multi-tiered governance in the area which is within the purview of the institution and it tries to meet the vision and mission.
- The Governing Body along with the Principal and her team has a dedicated focus towards building and strengthening values conducive to social growth and evolution. The institution attempts to empower the students as well as faculty and staff to be a part of the governance structures in order to have their voice in the governance.
- Various administrative and academic units of the College are managed democratically, although complete alignment with University Calendar and rules are maintained. Mandatory bodies have well defined roles and principles, such as IQAC, Staff Council, ICC, EOC, Purchase Committee etc. These bodies along with the Enabling Unit align the functioning of the College with its Vision and Mission.
- A culture of participatory management is practiced at all levels. Regular meetings, which are planned in advance, are held with the Class Representatives. Similar meetings are held with Student Council and members of Cells and Societies and suggestions given by them are conveyed to the authorities.
- Constitution of committees such as the Anti-Ragging Cell, Grievance Redressal Committee, and the Internal Complaints Committee has led to greater participatory management and decentralization.
- The College has implemented welfare schemes, and performance appraisal systems and leave rules as per Government regulations. Each employee is expected to fill the APAR and submit it to the concerned authority.
- We organize Faculty Enhancement Programmes for skill up-gradation and training for both teaching and non-teaching staff.
- The Institution has a robust IQAC in place. The IQAC has helped the College to anchor itself to quality enhancement practices, targeted at quantum improvement at the level of performance of faculty, staff and students. The IQAC has been instrumental at the level of operation and motivation. The IQAC collects feedback from various stakeholders.

The College conducts internal and external financial audits on a regular basis.

Institutional Values and Best Practices

- The College was established with the objective of providing quality higher education to women and foster an environment where young women can be made self-dependent and empowered. To achieve this, several mechanisms have been put in place.
- We are also conscious of the environment and have facilities for alternate sources of energy and energy conservation measures like solar panel and LED bulbs.
- The Institution devised innovative ways to manage degradable and non-degradable waste and raised awareness regarding waste management. We also have water conservation and harvesting facilities like borewell, tanks and take innovative initiatives to keep our campus Green.
- Along with being clean and green, are also committed to have an inclusive environment for our teachers and students. Thus, our College has a barrier-free environment and is disabled-friendly in every aspect.
- We are also committed towards providing inclusive education to all and we aim to inculcate a spirit of tolerance and harmony. The Institution grooms students towards social responsibilities and obligations through a diverse range of activities.
- Our College has a prescribed code of conducts for both, the students and the staff. There are different statutory committees to monitor adherence to the same.
- We celebrate several inter/national commemorative days to educate students about our rich cultural traditions.
- The College has two Best Practices. The first one is, Vocationalizing Education, Skill Enhancement and Promoting STEM Based Learning. We provide skill-based education that would amplify the employability of our students through various vocational courses, skill enhancement programs and STEM Learning.
- The second one is, Peer Mentoring and Research Mentoring Programs. Our 'Research Mentoring' program is committed to promote interdisciplinary research amongst students. Our Peer Mentoring program has offered a refreshing role reversal where final year students could mentor the freshers.
- Our area of distinctiveness is value-based education. We consider dissemination of a value-based education as an integral part of higher education. Through this we aim to empower the Self, the Family, the Community, the Nation and the World.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MATA SUNDRI COLLEGE FOR WOMEN
Address	Mata Sundri College for Women Mata Sundri Lane
City	New Delhi
State	Delhi
Pin	110002
Website	www.mscw.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Harpreet Kaur	011-23221449	9811700465	011-23221449	matasundricollege.du@gmail.com
IQAC / CIQA coordinator	Lokesh Kumar Gupta	011-23237291	9968480834	011-23236102	naac2021@ms.du.ac.in

Status of the Institution	
Institution Status	Grant-in-aid and Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minority certificate.pdf
If Yes, Specify minority status	
Religious	Sikh Minority
Linguistic	no
Any Other	no

Establishment Details				
Date of establishment of the college	17-07-1967			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Delhi	University of Delhi	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	17-07-1967	View Document		
12B of UGC	17-07-1967	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
NCTE	View Document	12-10-2007	170	Permanent Validity

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	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?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mata Sundri College for Women Mata Sundri Lane	Urban	5.673	5217.26

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	BSc,Computer Science	36	Senior Secondary	English	46	46
UG	BSc,Mathematics	36	Senior Secondary	English	73	73
UG	BSc,Statistics	36	Senior Secondary	English	68	68
UG	BA,English	36	Senior Secondary	English	72	72
UG	BA,Hindi	36	Senior Secondary	Hindi	123	100
UG	BA,History	36	Senior Secondary	English	123	123
UG	BA,Political Science	36	Senior Secondary	English	134	134
UG	BA,Philosophy	36	Senior Secondary	English	122	122

UG	BA,Psychology	36	Senior Secondary	English	71	71
UG	BA,Sanskrit	36	Senior Secondary	Hindi,Sanskrit	31	10
UG	BA,Ba Prog	36	Senior Secondary	English + Hindi	390	390
UG	BCom,Commerce	36	Senior Secondary	English	320	320
UG	BCom,Commerce	36	Senior Secondary	English	123	123
UG	BEIEd,Elementary Education	48	Senior Secondary	English	54	53
UG	BA,Punjabi	36	Senior Secondary	Punjabi	46	37
PG	MA,Hindi	24	Senior Secondary	Hindi	25	11
PG	MA,Political Science	24	Senior Secondary	English	25	9
PG	MA,Sanskrit	24	Senior Secondary	Hindi,Sanskrit	25	5
PG	MA,Punjabi	24	Senior Secondary	Punjabi	25	14

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	1				68				97			
Recruited	0	1	0	1	2	66	0	68	0	7	0	7
Yet to Recruit	0				0				90			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government			63	
Recruited	26	16	0	42
Yet to Recruit			21	
Sanctioned by the Management/Society or Other Authorized Bodies			0	
Recruited	0	0	0	0
Yet to Recruit			0	

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	2	0	0	2
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	2	46	0	0	2	0	51
M.Phil.	0	0	0	0	16	0	0	5	0	21
PG	0	0	0	0	4	0	0	0	0	4

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	52	0	57
M.Phil.	0	0	0	0	0	0	1	23	0	24
PG	0	0	0	0	0	0	0	10	0	10

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	11	0	12

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

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	3335	1903	0	2	5240
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	70	15	0	0	85
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	164	41	0	0	205
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	234	94	0	0	328
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	1349	1518	829	980
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	357	419	471	436
	Others	0	0	0	0
Total		1706	1937	1300	1416

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Mata Sundri College for Women emphasises the praxis of inclusiveness, as both a socio-cultural focus, and in the weaving of diverse experiences as an approach towards interpreting the curriculum and in pedagogical techniques. The College encourages all departments to adopt a holistic lens which operationalises an interdisciplinary viewpoint in the understanding of any theme or issue. This approach translates in viewing of contents, theories, methodologies and perspectives from the perspective of two or more disciplines. • The major objectives of emphasising the interdisciplinary approach to teaching-learning is to help students identify prejudices, recognise biases and minimize
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subjectivity. This simultaneously aids building of critical thinking ability and analytical skills while addressing ambiguities, accepting differing ideas and raising ethical concerns with reference to building a complete understanding of a theme, topic or issue being studied. • As the teacher is the agent of transmitting this reflexivity, the College attempts to also work in a cognate manner towards initiating programs that would contribute to the dynamic evolution of its faculty. The institution organised Faculty Development Programs, International and National Seminars and Conferences, International Workshops, Short Term Courses etc. with an interdisciplinary approach for enriching knowledge of faculty and students alike. • Some of the notable events have been as follows: • Three interdisciplinary Faculty Development Programs viz Indian Knowledge Systems: Concerns, Approaches and Applications in NEP-2020; Teacher, Teaching and Teacher Education: Processes, Concerns and Prospects; National Education Policy and Indian Languages . These were organised by the college between September 2020-2021 in which faculty from different disciplines and teachers from across the country participated. Other notable efforts were : • An International Conference on Guru Nanak Dev ji: Life, Philosophy and Legacy was held where participants from over 50 colleges and institutions attended and presented papers on themes cutting across disciplinary boundaries. An International Seminar on the Socio- Cultural Study of Agriculture was held where over 70 papers were presented by faculty and students from various disciplines. • A National Conference on Professional Ethics: Theory and Practice was held where speakers spoke on the need, scope and impact for professional ethics in the contemporary world. • An International Workshop on Education for Sustainable Development: Curricular and Pedagogic Experiences from Switzerland and India and an International Seminar-Workshop on Practices and Pedagogies for Sustainability were held in collaboration with Haute Ecole Pédagogique (HEP), Lausanne, Vaud, Switzerland to deliberate on pedagogic issues and share learnings from both countries. • Many 30 hours Short-Term Courses encompassing an interdisciplinary framework were organised for students such as courses on Gender Studies, Gender

	<p>Sensitization, Conservation and Heritage Studies, Building a Positive Self-Image for Success, Entrepreneurial Idea Development and Skill Enhancement, Environment and Sustainability, Sri Guru Granth Sahib: An Introduction, to name a few. Hence, the college continually strives to emphasise a leitmotif of extensive enhancement of intellectual horizons and social awareness.</p>
2. Academic bank of credits (ABC):	<ul style="list-style-type: none"> • Mata Sundri College is a constituent College of the Delhi University and hence, at present follows the University wide, CBCS (Choice Based Credit System) mode for evaluation of the students. In the aforesaid system, students are awarded credits for the courses taken by them. • The architecture of the same is as per the norms laid down by the parent regulatory body. In the wake of any alteration in the mechanism for awarding credit for the courses, a paradigm shift will be mandated, both at a structural as well as a functional plane. It is only then that an efficacious academic credit bank system can be put in place.
3. Skill development:	<ul style="list-style-type: none"> • At Mata Sundri College for Women, we believe that regular curriculum requires the enhancement of special and professional skills. The importance of skill development is also highlighted in the New Education Policy which will be soon applicable. Keeping in mind the with the NEP, we take a unique approach to provide a wide choice of skill development programs that includes vocational courses and some part of STEM knowledge stream. Skill development at the college is aimed to equip our students with an extra edge over others by letting them create a robust resume. • To this end, the College has a fully functional Vocational Centre. The said Centre has been a seminal platform that has consistently offered skill-based courses and trained innumerable girls who went ahead to have a successful career. Through this Centre we aim to regenerate and upgrade the educational system and make it more relevant to the newly emerging scenario in the country. The Centre allows us to create a highly skilled human resource base in the country that would be a true asset in Nation building. • We have a fully functional Placement and Internship Cell that organizes Career Counselling Sessions and Skill Based Counselling Sessions. These interactive sessions further help our students to excel in the highly competitive job market. The cell plays a

	<p>crucial role in providing job placement and internship opportunities to its students and organizing skill development sessions. • Our College is also associated with the Central Placement Cell, University of Delhi and we regularly organized 3 credit Short Term Courses for skill enhancement. Along with this we also now run a fully functional Entrepreneurship Cell ‘Uddham’ that is committed to nurture the entrepreneurial dreams of young students and upskill them to launch their own start-up ventures in the future. Departments like Computer Science and Statistics promote STEM learning to enhance employability of women students. We are committed towards working with them so as to match their skills with the need of the economy. This is in consonance with our vision of women empowerment.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>When the education system of a country emanates from its culture, the youth are taught with a balance of flourishing, cutting edge research while simultaneously holding on its roots, taking along in its wings the best of age-old wisdom, experiences and knowledge. • A progressive system would thus include the best of educational pedagogies organically growing out of a cultural tradition, yet, forward looking to prepare students for navigating the global arena. • Existing curricular focus can be augmented to give exposure to various traditional knowledge systems and incorporate ancient wisdom with their relevance in contemporary times. Aspects that can be included can deal with knowledge of Indian art, culture, language and other indigenous traditions. • Given this vision it is crucial to discuss, analyze, understand and to recover interrelation of various Indian knowledge systems, present and past so as to set forth the ways of application in the framework of present-day society. • Thus, a holistic framework of education based on integration of the Indian knowledge and value systems with the contemporary concerns and issues is the need of the hour. The inclusion of such cognitive frameworks and architecture as well as the hermeneutical questions and existential crisis emerged by the binary understanding of self and other in a global perspective is indeed a daunting task. • Delivering a meaningful discourse on these lines would require scaling of existing physical infrastructure in a quantum, not incremental fashion. This scaled</p>

	<p>physical infrastructure would also have to be accompanied by a concomitant skill and capacity enhancement of those being expected to deliver the changes germane to this altered perceptual and delivery framework. Conscious inclusion of themes like Respect for Diversity, Justice and Fairness, Equity and Inclusion, Fraternity, Freedom and Responsibility, Community Participation and Holistic Development need to be built into this frame of reference actively.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>• The unique aspect of Outcome Based Education is the temporal placement of the viewing lens. Working backwards from the point of outcomes rather than simply viewing it as a forward journey, this approach views the goalpost first and then works towards the selection and priming of steps that would lead to the achievement of the desired outcomes. It is an educational approach and a learning philosophy which focuses on organizing the entire academic programs (curriculum) and instructional efforts around clearly defined outcomes. Learners should be able to demonstrate these outcomes when they complete the program. Outcomes are usually measured holistically in terms of knowledge, skills, abilities, attitudes and understanding that a student will attain as a result of his/her successful engagement in a particular set of higher education experience. • Mata Sundri College for Women offers a number of programmes in Humanities, Science and Commerce, each of them with unique and well-defined outcomes. • The Program Outcomes (PO) and Course Outcomes (CO) are adopted for all programs offered by the institution in accordance with University of Delhi guidelines. Some common outcomes are summarised below. • The Learning Outcomes-based Curriculum Framework (LOCF) is intended to suit the requirements of the student in terms of securing their path towards higher studies and career. • Learning outcomes form an integral part of the College and are expressed clearly to learners at the beginning of every semester to reiterate their criticality. • Mata Sundri College for Women has created an environment for learning beyond the classroom through numerous co-curricular and extracurricular activities. • The College has well-designed and effective mechanisms to communicate programme and course outcomes to all stakeholders.</p>

	<p>The learning objectives are communicated through various means such as College website, prospectus and Principal's address to students and parents. • The emphasis on the mentoring system, formalised in tutorial delivery as well as the Peer Mentoring serve to further cement the desired learning outcomes. • Students are made aware of the course specific outcomes through orientation programme, classroom discussion, lectures and practicals. • Teachers are also well versed about the outcomes. • Thus, we at Mata Sundri College for Women aim for Outcome based education by enabling the learners to apply the knowledge and skills of generalist practice to the systems of all size; understand the value base of the profession and its ethical standards and principles and practice accordingly; apply critical thinking within the context of social work practice; use theoretical frameworks supported by empirical evidence to understand individual development and behaviors across the life span and the interactions among individuals and between individuals and families, groups, organizations and communities. We attempt to achieve these objectives through the pedagogical aspect discussing such issues in the classroom; orienting learners through Internships; Research Mentoring and through Peer Mentoring.</p>
6. Distance education/online education:	<p>• At present, the College does not run any Distance Education programs since we are not equipped to offer the same in terms of available infrastructure. The UGC also mandates that such programmes be initiated and run with its prior approval. With respect to online courses, the current pandemic situation forced the delivery of the entire set of courses to be delivered in the virtual mode. • Rising to the challenge, the Principal initiated extensive training for the faculty to familiarise them with the functioning of G-Suite, a Learning Management System, which was provided by the University of Delhi. • However, delivering course material meaningfully, especially, for the existing courses which have not been pedagogically tailored for delivery on line has been challenging to say the least.</p>

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
626	650	632	599	649
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
19	19	19	19	17

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4849	4510	3917	3875	3807
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
709	709	709	709	663

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
1369	1340	1073	1389	1123

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
165	166	166	159	166

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
166	166	166	166	166

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 83

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
105.4934	183.3357	259.7856	206.7861	253.8174

4.3

Number of Computers

Response: 1526

NAAC

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:

- Mata Sundri College for Women is a constituent College of University of Delhi and follows the prescribed curriculum and the academic calendar set by the university.
- The College prepares timetables and academic calendar for the activities in the institution and organizes orientation programs before the beginning of academic session, thereby streamlining effective curriculum delivery. Time tables are displayed on the College website as well as outside the assigned rooms.
- The workload committee seeks requirements of each department for the timely recruitment of faculty members, within the sanctioned strength as per UGC, in order to facilitate smooth functioning of classes.
- Feedback and monitoring of curriculum delivery is done through regular meetings of the departmental in-charges with the Principal and IQAC team.
- Requirement of books and laboratory equipment is also sought and met before the beginning of the semester.
- Teachers are encouraged to participate in Orientation Programs/ Refresher Courses/ Faculty Development Programs/ Workshops/ Seminars to update their knowledge and to improve teaching practices for effective delivery of curriculum. They are members of various Board of Studies in the University and contribute in the capacity of resource persons and experts in curriculum development, workshops or consultants in projects.
- The College has encouraged ICT integration into teaching-learning for effective curriculum delivery. These efforts were doubled during the lockdown ensuring uninterrupted learning through e-learning and LMS. Workshops, hands-on training sessions and FDP on “ICT Based New Paradigms of E- Teaching and E-Learning: Digital Pedagogy” were organized by the institution for faculty members.
- G-Suite ids have been provided to all students and faculty for smooth learning during the pandemic.
- Tutorial system is followed by all departments for smaller group interaction and focused discussion with the students.
- Experiential and innovative teaching methods such as presentations, case studies, group discussions, brainstorming, peer learning, quiz, role playing approach, real world learning, workshops, seminars, field visits, industrial visits and educational tours, besides the traditional chalk and talk method are practiced.
- The academic performance of students is monitored by conducting continuous evaluation, mentorship programs and internal assessment through presentations, assignments, classroom performance, projects, class tests, group discussions and internal assessment exams.
- To support the needs of changing curriculum and pedagogy, college infrastructure and facilities are continuously upgraded. We have well-equipped computer laboratories; a library providing ample books and other teaching materials like magazines, journals and classrooms with projection facilities.

- In order to enhance the regular curriculum with incremental advantages that may provide professional skills to students, the College offers various add-on courses.
- Feedback collection on teaching learning and other concerns is a regular practice of the College. Students, faculty, parents and alumni are encouraged to raise issues and provide suggestions for better working of College.
- Formal and informal meetings are held with parents and administration to create a common platform to discuss various issues regarding their academic development.
- Alumni are invited to share their experiences and mentor the students on various aspects of the curriculum.

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

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

Response:

- Mata Sundri College for Women is a constituent College of Delhi University, adhering to the Academic Calendar set by the University. The prescribed calendar helps to organize the working of the College with a set schedule for classes, practical exams, semester exams, semester breaks and vacations.
- However, within this framework, the College prepares its own internal Academic Calendar for various curricular and co-curricular activities. In addition, every department prepares and follows its own academic calendar.
- Regular meetings are conducted by the Principal with Teacher In-charges, Staff Council and Non-Teaching Staff, members of various College Committees and Societies to discuss academic and administrative issues, quality planning and coordination.
- For effective implementation of the Continuous Internal Evaluation (CIE) system at the institutional level, teachers plan classes, tutorials, activities, assignments, tests in accordance with the academic calendar. Submissions of assignments, dates for practical, mid-term tests and examinations are scheduled and decided in consultation with students and they are informed in advance.
- Students are given scope for continuous learning and improvement of work, with teachers giving regular feedback and suggestions on assessment. Teachers have always been supportive even more so during the pandemic and there has been a conscious attempt to provide help to students with assignments and internal evaluation.
- Opportunities for field visits, industrial visits, educational trips, internship, project work, presentations, plays and workshops are planned and conducted for the students independently by

the College or in collaboration with various organizations and external experts. These activities are planned during the semester break or vacations, or in between the semester but care is taken to compensate for loss of classes, if any. The same rigour and quality was attempted through virtual mode by organizing virtual visits to bio-diversity park and museums, streaming virtual sessions, workshops and online seminars for students.

- Students can log into their portal and check internal assessment marks, a hard copy of which is displayed on the College notice board prior to the commencement of semester examination. The marks are checked and verified by both the teachers and students, before they are sent to the University.
- The College strives to provide a holistic education, with focus on all aspects of academic growth and complete development of students.

File Description	Document
Upload Additional information	View 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: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	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:** 94.74**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 18

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

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response:** 85**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
28	15	16	14	12

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	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:** 18.04**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
1462	535	583	610	669

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

- Mata Sundri College for Women has a strong focus on including socio-cultural issues in its curriculum and pedagogy. The College has always focussed on issues of inequalities existing among marginalized community groups, and has tried to focus on sensitizing students on social issues that plague the country today.
- There is a conscious attempt to weave in plurality in experiences and acknowledge the diversity that exists in the country and globally in all the academic papers taught across departments. In addition, exposure to these issues is given through various talks, workshops, seminars, plays, and film screenings conducted by departments, societies and clubs.
- Departments of EVS and Elementary Education organise regular field trips to biodiversity parks. Various departments of the college have organised talks, workshops and plays on gender sensitization, environment conservation, for providing students deeper insights into environmental concerns.
- The College organized various short-term courses for students such as Gender Studies, Conservation and Heritage Studies, Building a Positive Self-Image for Success, Entrepreneurial Idea Development and Skill Enhancement, Environment and Sustainability.
- The various courses in the Departments of Political Science, Psychology, Philosophy, Environmental Studies, and Elementary Education address these issues in their Core Papers, Generic Electives as well as practical papers.
- Papers on feminist theories explain historical and contemporary debates on feminism, feminist struggles and raise the question of women's agency. Such papers seek to create gender sensitization, develop perspectives, skills of analysis and communication on issues of gender discrimination, sexism and patriarchal dominance.
- Courses on Environmental Studies offer both theoretical and pedagogical understanding on components of the environment, issues of sustainability and sustainable development, history of environmentalism, overview of global environmental issues and policies, sustainable development goals and environmental legislations.
- Papers on Constitutional values make students aware about the different strands in the debates on human rights and its evolution through historical and contemporary times. It enables the students to

understand the issues of citizen's rights, specifically the marginalized groups and assess the institutional policy measures which have been taken in response to the demands of various people's movements. There are papers to build understanding on community development, appreciate the core values that guide community psychology and facilitate community functions, deal effectively with social issues, introduce them to core human values and community interventions.

- Papers that are offered on Professional Ethics orient the students to apply theoretical tools of ethics in life situations as well as devise ethical resolutions during moral dilemmas.
- The papers on organizational behaviour, counselling psychology and human resource management orient students to practical challenges of the field such as motivation and employees' work attitudes, leadership processes, understanding the professions as well as techniques of counselling, relationship building and developing qualities to become an effective counsellor, issues of recruitment, selection, performance appraisal, training, and sensitivity towards diversity.
- The pre-service teacher training program orients students to professional issues of teacher and teaching, giving hands-on experiences for students' self-development and effective communication, introduction to school organization and management and intense internship and project opportunities.

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: 15.11

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
116	115	101	80	65

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
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	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: 89.34

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

Response: 4332

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	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
Any additional information (Upload)	View 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

N
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A
A
C

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 110.02

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

2020-21	2019-20	2018-19	2017-18	2016-17
1706	1937	1300	1416	1343

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1417	1417	1417	1417	1325

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 52.59

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
319	372	421	316	408

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The College welcomes students each year from diverse backgrounds and academic potential. During the session, teachers make efforts to assess the learning levels of the students through formative assessment like class tests, quizzes, presentations and assignments. The learning gap identified is then catered to, by taking appropriate measures.

Interventions for the slow learners -

- Keeping in view the pressure placed on the slow learners due to absence of offline interaction, extra classes are arranged for students. Pre-pandemic, the Department of English arranged remedial classes for students.
- A tutorial system as per University norms is in place where, students interact with teachers in small groups. The purpose of tutorials is to help academically weaker students in raising their level. The College offers bilingual teaching in classrooms for the benefit of both the English and Hindi medium students. Teachers are available on College premises as well as on e-mail to clear doubts and counsel on a one-to-one basis.
- College has initiated a Peer Mentoring programme across departments where final year students guide their juniors by mentoring them on various aspects of the curriculum. They provide them with study material, hand holding the juniors as they write papers and assignments, creating an inclusive academic environment and promoting the spirit of teamwork. The programme is supervised by teachers.
- Department of Statistics initiated intersectional domain learning with other departments. A twelve-day workshop was organized by the department to mentor students from the Department of Psychology to assist them in the use of Statistics.
- Parent Teacher Meetings are organized to apprise the parents of their ward's progress. Through this Meet, parents also discuss various issues concerning their wards' learning.
- The Equal Opportunity Cell and Enabling Unit cater to students with the special needs. NSS created reading, writing students' pool to help students with special needs in writing their assignments and preparing for examinations. For such students, provision of a separate examination room is in place. Writers are provided to students to assist them in writing their exams. Additional time is given as per University rules.

Interventions for the advanced learners -

- The College offers a variety of opportunities for fast learners structured within the syllabi. Psychology Department offers a dissertation paper which students can opt for. The Department of Commerce also offers research projects to students.
- Research Mentoring Programme initiated by the College provides an opportunity to Advanced Learners. This has given an opportunity to students to undertake research. Research projects have been completed across departments
- Under the tutelage of faculty members, students participate in seminars and conferences. Students

have won best paper awards at seminars.

- Scholarships are provided to the advanced learners.
- A well-stocked library and computer resource centre provide students access to books, journals and e-resources.
- Counselling Session are also organised for all students.

File Description	Document
Upload any additional information	View Document

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

Response: 29.39

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Student centric teaching-learning methods are adopted by all the departments to help learners achieve their full potential. Diverse pedagogical approaches that are experiential, participative and possess practical utility are adopted by the faculty to enrich classroom discourse.

- Teaching- learning through individual and group presentations, role-play, discussions, practicum engagements, action researches, workshops, seminars, field visits, industrial tours, project work, expert talk and film/documentary screening aid in strengthening the knowledge base of learners and preparing them to become fully-functioning individuals.
- To enhance experiential and collaborative learning, departments routinely conduct workshops, special lectures, expert talks to expand students' knowledge base and keep them informed with global academic and research related developments. Such engagements contribute to holistic development of the learners.
- AECC courses, SEC courses, Psychology and B.El.Ed. practicums are aimed at providing hands-on training, competencies and skills in addition to knowledge enhancement to the students. Several courses have practical groups where participative learning strategies come to the fore at all stages of teaching-learning. This enhances efficacious delivery of both material and pedagogy.
- The course work in practicums is deliberately allotted to teams, and effort is made to promote cooperative and collaborative learning.
- ICT enabled classrooms with interactive teaching are optimally used for student-centric teaching.

- The College library is stocked with a rich collection of books, journals and other reference material. The space is inviting and flocked by enthusiastic learners all through the day, encouraging them to become self-regulated learners.
- Tutorials provide students the space to clarify their doubts, share their queries and where teachers can engage in a more personalized interaction with them. The tutorials most significantly, help teachers to give additional readings, hold discussions, presentations and writing tasks with smaller groups of learners. Group tasks are encouraged to enhance peer learning and students are given projects that stimulate critical thinking.
- Several departments like Elementary Education, Commerce, History, Mathematics, Environmental Science, B.A. Programme, English, Punjabi and Political Science bring out annual publications in the form of e-newsletter, e-magazine and e-journals. Students actively collaborate with each other and work round the year to develop content, design cover and edit the final draft of the said volumes.
- In the B.El.Ed. programme, the first year students engage with school children in both groups and in an individual capacity, while in the third year they teach in pairs during block-teaching. Both these activities give them an opportunity to work independently as well as in collaboration with others. In their fourth year, the B. El. Ed. interns set up a Resource Room in their internship schools. It is a centre of teaching-learning resources, where they work together as a group and build upon each other's potential to the best of their abilities. The faculty members are constantly present to facilitate them in this learning process.
- The Department of History organizes educational trips and Heritage Walks for their students. They are taken for visits to monuments and museums of the city and this out of the classroom method of teaching proves to be extremely enriching for the learners.

File Description	Document
Upload any additional information	View Document

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

Response:

Digital infrastructure

The College possesses ICT enabled classrooms, smart-classroom and smooth internet connection for faculty and students. It also has well-resourced computer labs and LCD screens in laboratories.

ICT enabled teaching-learning

Teachers across the departments have been using ICT enabled tools for making pedagogy meaningful and classrooms more inclusive. The use of ICT includes the use of ICT Tools, Learning Management Systems (LMS) and e-resources (audios, videos, e-books, e-journals, online presentations, etc).

Commonly used ICT tools are:

Computers

- Laptops
- Projectors
- Digital Whiteboard
- Smart T.V.
- Audio Files
- Video Files
- Multimedia Audio Visual Devices

The College has provided G-Suite IDs to both students and teachers. All the departments are using the LMS- Google Classroom and Google apps like Google Sheets, docs, slides, meet, form and jamboard to facilitate teaching-learning to simulate, as far as possible offline teaching in online mode.

Commonly used e-resources by the faculty members are as follows:

- DULS Subscribed/Shodh Sindhu e-resources
- E-Journals
- Reference and Citation Sources
- Bibliographic Sources
- Citation Analysis Resources
- Financial & Statistical Sources
- Doctoral Theses
- E-Books
- CD ROMs
- National Digital Library
- Multimedia Resources
- Subject Gateway/Repository

ICT is also being used by the departments for the purpose of documentation.

Digital Empowerment

A series of workshops were held for faculty and students to help them develop/upgrade their digital know-how by the Placement Cell in collaboration with Microsoft AEP (9ledgepro Pvt. Ltd.). Some of the session details are as follows:

- Microsoft Skill Development Programme on 11 September, 2019
- Skill Development Program on Advanced Excel PPT on 19 December, 2019
- Skill Development Program on Cyber Security on 19 December, 2019
- Skill Development Program on Data Science using Python on 27 December, 2019
- Digital Marketing on 27 December, 2019
- Hands-on Workshop on G-Suite Tools from 5-6 August, 2020
- ICT Based New Paradigms of E-Teaching and E-Learning: Digital Pedagogy from 15-30 September, 2020

Time-to-time workshops on digital capacity building are organised for the learners at the departmental level too.

E-learning during the COVID-19 pandemic

The exceptional COVID-19 pandemic scenario led to closure of universities following the lockdown. The College adapted quickly to changing realities and continued teaching-learning via human-technology interface i.e., providing curriculum delivery through e-learning mechanisms. E-content for all subjects and disciplines was uploaded on the College website on a daily basis and faculty members took online classes through platforms such as Zoom, Moodle, Google Meet, etc, ensuring zero academic loss for students. In addition, the College organized several online seminars at international and national level where students were exposed to the best industry-academia experts. Each department assumes responsibility in maintaining the quality of e-content. ICT is actively used by teachers in the College.

File Description	Document
Upload any additional information	View Document

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

Response: 66.42

2.3.3.1 Number of mentors

Response: 73

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: 99.04

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

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 58.74

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
107	105	98	89	84

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: 12.73

2.4.3.1 Total experience of full-time teachers

Response: 2100

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	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:

The parameters and metrics of the internal assessment and evaluation criterion are stipulated as per the University norms. The College communicates notification from the University to the departments and Teacher-In-charges. Students are made aware of the evaluation process in the following ways:

- The Orientation Programme held on the first day of the academic session is a forum to disseminate information about the evaluation procedure. This is also reiterated several times during the duration

of the Semester. All details regarding the same are also uploaded on the College website.

- Students are allowed to see their internal assessment marks as the answer scripts are given back to the students after evaluation so that they may assess their performance and improve their grades in the examination. The concerned teachers make sure that all students have seen and signed the internal assessment sheet, only then are the marks uploaded on the student web-portal and later sent to the University.
- Other than the above, observation and group projects are also used for assessment of students particularly in the department of Elementary Education, EVS and Psychology. It includes other forms of evaluation such as self-assessment and peer assessment across various theories and practicals.
- In addition, attendance, which is also a component of internal assessment, is uploaded on the student web portal on a daily basis. Also, students can check their attendance on their portal.
- Changes, if any, in the evaluation system and its implementation are discussed in the Staff Council for clarifying any doubts.

File Description	Document
Any additional information	View Document

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

Response:

Mata Sundri College is a constituent college of Delhi University and therefore it follows the guidelines set by the University for the conduct of examinations.

The Internal Assessment forms a part of a continuous evaluation system conducted through Class Tests, Tutorials, Assignments, Projects: individual and group projects, Presentations and Half-yearly examination. All of these together constitute an integral part of Internal Examination which is carried out in a well-planned and systematic manner.

- The College has an Examination Committee which facilitates the conduct of Semester Examination while the Schedule for in-house mid-semester test/examination is set by the Internal Assessment Committee. This is a unique practice started by the Institution on the recommendation of its Academic Committee.
- The Departments conduct Internal Examination strictly as per schedule after which scripts are examined by teachers and subsequently shared with students with suggestions for improvement. Any grievance regarding the feedback and evaluation is addressed by the teachers to maintain transparency.
- If there is any grievance with reference to evaluation, it is redressed on the spot and rectified to the satisfaction level of the learners. The faculty addresses the rightful grievances of the students pertaining to the marks obtained in the internal assessment.
- The students can check internal assessment marks on the portal and report discrepancies, if any, within a specified time period after which the marks are finally uploaded on the University portal.
- Hence, the College employs a strong multi-level mechanism to ensure transparency and impartiality

in dealing with grievances related to internal examinations.

- With respect to the external examination, the College is limited in its possibility of intervening in the grievance redressal procedure. Here, any dissatisfaction on part of students is mandatorily addressed by resorting to the procedures laid down by the examination branch of the University of Delhi.
- The students who wish to apply for a re-evaluation of their scripts approach the College Principal. The Principal forwards all those requests to the Controller of Examination.
- On many occasions, there are discrepancies with respect to either marks, or the names and other details of the students in their transcripts. These are expeditiously forwarded to relevant University by the College.
- The College is responsive to the needs of its alumnae. Ex-students approach College authorities for documents, transcripts many times after a long gap. They are assisted in all such matters.

File Description	Document
Any additional information	View Document

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:

Programme outcomes enclose a broad sphere of knowledge, skills, abilities and attitudes that students acquire during the pursuit of graduate and post-graduate courses. Mata Sundri College for Women offers a number of programmes in Humanities, Science and Commerce, each of them with unique and well-defined outcomes. The Program Outcomes (PO) and Course Outcomes (CO) are adopted for all programs offered by the institution in accordance with “University of Delhi” guidelines.

The specific learning outcomes of various courses are built into the curriculum of each discipline and are available on the University website. However, some common outcomes are summarised here.

- The Learning Outcomes-based Curriculum Framework (LOCF) is intended to suit the requirements of the student in terms of securing their path towards higher studies and career.
- Learning outcomes form an integral part of the College and are expressed clearly to learners.
- Mata Sundri College for Women has created an environment for learning beyond the classroom through numerous co-curricular and extracurricular activities.
- The College has well-designed and effective mechanisms to communicate programme and course outcomes to all stakeholders. The learning objectives are communicated through various means such as College website, prospectus and Principal’s address to students and parents.
- At the time of admission, Help Desk updates students about what to expect from various courses. Informing the stakeholders, especially the parents, persuade students towards skill-oriented and value-based courses.
- Students are made aware of the course specific outcomes through orientation programme, classroom discussion, lectures and practicals.

- Teachers are also well informed about the outcomes. This enables an effective communication of the same to the students.
- The College assigns teachers for workshops, seminars, conferences and Faculty Development Programmes to enrich them to attain the outcomes while teaching-learning in the classes.
- Successful alumni students are also invited to interact with both students and teachers to share their experience of how their individual course shaped their career thus helping existing students align better with the specified course outcomes.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document

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

Response:

The College follows various strategies for assessing the teaching-learning process. A variety of assessment methods that are appropriate to a given disciplinary/subject area and a programme of study, are used to assess progress towards the course/programme learning outcomes. Both Formative and Summative assessments are considered vital and are carried out as per university guidelines. Progress towards achievement of learning outcomes is assessed using the following:

- Time bound examinations; closed-book and open-book tests, problem based assignments; practical assignments, laboratory reports, observation of practical skills, individual project reports (case-study reports), team project reports, oral presentations, including seminar presentation, viva-voce interviews, peer and self-assessment and other pedagogic approaches as per the context are used.
- Program specific outcomes are measured using appropriate parameters. Internal Assessment is carried out through a spectrum of activities, including assignments, individual and group participation, term papers and class tests. The performance of the students in the internal and external examinations, in practical and assignments and participation in class presentations is also assessed.
- Course Outcomes are measured on the basis of performances of the students in curricular activities and also on the basis of class activities laboratory work assignments receptiveness, participation in class discussions etc.
- Each department of the College identifies the weak and bright students, and introduces improvement measures by allotting tutorial classes or extra classes. Study materials, textbooks, reference books, etc. are also provided simultaneously.

As per the University guidelines, internal assessments with a few assignments, presentations, seminars, tutorials, term papers etc. are held for continuous assessment.

- While summative assessment is done largely by the University, some portion of the summative assessment like the SEC and AECC Evaluation is carried out by the College.
- In the tools and mechanisms used for formative assessment the faculty attempts to bring creative endeavours of the students to the fore. Co-curricular course outcomes are not integrated into the

mandated assessment of the University. However, in order to enhance the learning quotient of students we encourage them to participate in co-curricular activities for their personal growth.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 94.49

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
1283	1222	1066	1283	1076

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
1369	1340	1073	1389	1123

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.15

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

NAAC

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: 20.91

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
0	12.00	7.61	0	1.30

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](#)

Any additional information

[View Document](#)

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

Response: 6.67

3.1.2.1 Number of teachers recognized as research guides

Response: 11

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: 6.82

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
1	2	1	1	1

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	18	18	16

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	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:

Our College strives to give a boost to a culture of innovation by providing ample opportunities to enterprising young minds, to nurture and chisel inventive ideas, across various forums and societies. This thereby, creates an innovative ecosystem encouraging the development of new ideas and knowledge transfer.

The Entrepreneurship Cell, Uddham, aims at manifesting the latent entrepreneurial spirit by bringing students, academic leaders and businesses together.

Uddham believes in prioritizing and thinking instead of just following. Some activities carried out are:

- **'Entrepreneurial Idea Development and Skill Enhancement'**- 30 hour online short-term course was conducted in collaboration with UGC-NSQF Skill Development, Kirori Mal College, University of Delhi. Around 90 students from colleges across India participated. Regular interactions by successful entrepreneurs appraise students with practical tips to tap entrepreneurial opportunities.
- **'Symposium Saturday's'** is a series of interactions with successful entrepreneurs, who share their experiences from diverse fields of fashion and beauty, self-care, mental health, food blogging, mentoring talks to motivate innovative ideas leading to business opportunity.

- **ENACTUS** boosts innovative activities and enables progress through entrepreneurial social action benefiting individuals and communities at large by creating novel and sustainable means of income generation. Projects encouraging the social entrepreneurship venture currently underway are:
 - **Project Sil-Sila** works to upcycle Rumala Sahibs, sarees and old clothes into envelopes and other items, while generating employment for people financially affected by the COVID-9 pandemic.
 - Currently, the group in consultation with an NGO and with certain domestic helpers affected by the pandemic. It is also in the process of launching these products online via Instagram, while exploring more products like potlis for their collection.
 - An organic farming project has been initiated to enable revenue generation in the near future for which composting organic waste in earthen pots is underway. **Project Vege Ville** aims to grow organically grown seasonal vegetables on campus. These could prove to be viable income generation sources for the future.
- The Commerce Society, “INVICTUS” organizes numerous academic and non-academic activities, including inter-college and inter-department activities comprising Business Plan Development Competitions, Corporate Conclave, Marketing inter-college competition, AD-O-MANIA and other such sales and marketing activities .

Other Initiatives

The College also organized a special add-on course with the Bombay Stock Exchange (BSE) on ‘**Mastering the Stock Exchange**’ for development of judicious financial investment sensibilities in February 2019.

To foster the spirit of research IQAC has initiated an interdisciplinary Research Mentoring Programme for students across departments under supervision of faculty from their own and other departments. Several Research projects have been completed and others are currently underway. Some have published under able faculty mentorship. We have organized many International and National Conferences during the assessment period to facilitate wide knowledge dissemination.

It is indeed a matter of institutional honour that our Faculty member of Department of Environmental Sciences, Dr. Kavita Singh, has two patents to her credit.

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: 31

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
15	9	4	1	2

File Description	Document
List of workshops/seminars during last 5 years	View Document
Any additional information	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:** 9.73**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 107

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

Response: 11

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 0.62**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
24	20	23	17	18

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	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: 1.13

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
50	54	34	25	22

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

Our College not only strives towards achieving academic and research excellence but also contributes towards solving urgent social problems. College Societies aim to make a meaningful difference in communities:

National Cadet Corps (NCC)

- Gender discrimination sensitizing programmes: Beti Bachao Beti Padhao.
- Road Safety Awareness Workshop.
- Ambassador Lecture Series on Indo-Nepal Relationships, under the aegis of MEA, GoI & DU, to strengthen socio-cultural bonds.
- Commemorating Quit India movement and Azadi ka Amrit Mahotsav.
- National Integration Camps to infuse patriotic fervor.

The National Service Scheme (NSS) carried out the following with the philosophy that an individual's welfare rests on societal welfare.

- Swachhta Pakhwada: Personal Hygiene Awareness in slums.
- Awareness drives, civic duties, voting rights, ill effects of drugs, tobacco consumption and other socially relevant concerns.
- Disaster Management Training.

Clubs and Societies

- Women Development Cell (WDC)

Meaningful dialogues on women-centric issues: Students and faculty engage in wide ranging concerns. It organized :

- Two-day National workshop on 'Research Trends in Women Studies' in collaboration with Women Studies Research Centre, Rani Durgawati Vishwavidyalaya, MP and IQAC .
- Street Play: Halala, highlighting the menace of Triple Talaq.

ENACTUS

Set up as a community of students and business leaders with a common mission of using entrepreneurship for creating opportunities for the unprivileged, facilitating positive transformation of communities. Some ongoing ENACTUS projects are:

- E-waste Collection Drive: With NGO Chintan, for electronic waste reuse/ disposal in environmentally safe ways, as per Ministry of Environment, GoI laws.
- Project Aashna collaborating with NGO 'Space for All': generating awareness amongst underprivileged society, about cracker caused pollution.
- Project Tide Turners: Global youth movement against ills of plastic consumption.
- Project Sil-Sila: Outreach programme targeting jobless tailors during COVID-19, offering opportunities to gainfully utilize their skills ensuring decent livelihood.
- Voluntary COVID-19 support initiative, by ENACTUS duly appreciated by Delhi Police.
- Internal Complaints Committee: Short Term Course (STC) on Gender Sensitisation in collaboration with White Swan Consulting for institutions Pan India in the spirit of developing Gender sensitive workplaces.
- Divinity Society: Practices like Sewa and langar reinforce communal harmony.
- Street plays by Parindey, the Dramatics Society addressing topics like patriarchy, female foeticide etc.
- Value-based Education: Bolstering community ties, our College organized a STC on Sri Guru Granth Sahib: An Introduction. Students, faculty and people across communities participated.

IQAC

- Four International Counselling Sessions were conducted for Al-Zahra College, Muscat, Oman as Extension Services among others.

- National workshop on 'Psychological Well Being of Women During Disaster Era' in collaboration with Golden Signatures Research and Consultancy.

Departmental activities:

- Elementary Education: Students teach government schools and underprivileged children in community. Special week-long Literacy Workshop organized for Safai Karamcharis in College promoting social responsibility.
- Political Science: Interdisciplinary STC on Gender Studies encouraging gender equality.
- Earthcon Society: Environmental Sciences, partnered with WWF & UNEP for environmental awareness.
- Bolstering NCWEB and IGNOU centres, enabling disadvantaged background youth to attend weekend classes bolstering NCWEB and IGNOU centres.

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: 28

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
06	7	7	6	2

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: 247**3.4.3.1 Number of extension and outreach 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
109	37	27	35	39

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
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 68.72**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
5176	3863	824	2720	2284

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: 95****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
56	26	10	1	2

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: 25****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
20	4	1	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:

Planning of infrastructural facilities on the campus is driven by the Institution's commitment to providing an engaging teaching-learning environment.

Teaching-Learning Space:

- The College has a total of 80 well-ventilated and spacious classrooms out of which 27 are ICT-enabled. 11 Porta Cabins have been added on the fourth floor.
- In order to facilitate a meaningful teacher student mentoring, there is a separate tutorial hall.
- The College Computer Centre is well equipped with computers that have the latest relevant updated software and hardware. There are 7 **Computer laboratories**, including an **OMSP** laboratory for the use of OMSP students. This also includes a laboratory exclusively for the use of students of B.Sc.(Hons.) Computer Science and Statistics.
- The **Department of Psychology** has three air-conditioned laboratories equipped with LCD Projectors, 20 computers and an internet facility. It has a large number of apparatus and tools required for Psychology practicals.
- The Vocational Centre has a separate laboratory for the use of students pursuing Textile Designing.
- There are 2 **Music rooms** equipped with different musical instruments.
- The **Department of Elementary Education** has an interactive smart board and a Resource Room which also serves as a departmental library.
- The College has 3 spacious staff rooms equipped with a desktop and a printer for the use of faculty.
- In addition, the College Auditorium, Mata Sahib Kaur Auditorium and the Seminar Room, Mata Gujri Hall are facilities which are used for academic activities like workshops, seminars and conferences.
- A Photocopy cum stationery facility is located on the College premises for the convenience of students.

Library:

- The large and spacious college library is fully air conditioned, automated and Wifi enabled.
- Structurally and functionally, it is designed to create a user friendly environment, with human resources which is dedicated to giving the students and staff a supportive and enabling experience.
- The library has a well-equipped reference section. There are separate reading rooms for faculty and students.
- Periodicals and Online Public Access Catalogue are also available on the same floor.
- There are 3 computers for the faculty and 8 for students for accessing online resources.
- A large number of electronic resources are available through the **DU Library System** which includes e-Shodh Sindhu, bibliographic sources, statistical sources, etc.

Infrastructure for differently-abled students:

- In order to make teaching learning more inclusive, the library has a Heller Keller Unit with Braille resources for the visually challenged students.
- There is also a separate room for the functioning of the **Enabling Unit**.
- It is well-equipped with an Angel pro device, Braille embosser, smartphones, computers, printers, scanner, mathematical awareness kits, headphones, laptops, lax scanner etc. for our differently-abled students.
- It has a recording room.
- The College premises, including the **Library** and classrooms have been built keeping in mind the needs of the differently-abled.
- There are well laid out ramps, rails, tactile paths and 4 elevators for differently-abled students and faculty.
- There are battery operated stair lifts, 01 stair climber and 01 wheel chair to aid their mobility.

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:

Sports and Games Facilities:

The Department of Physical Education was established as one of the initial departments at the time of inception of the College. In 2012, the department was extended to include Sports Sciences and its nomenclature changed as Department of Physical Education and Sports Sciences. The Department organizes various Sports activities for all the students to motivate them to take part in sports. It includes Annual Sports Day, Inter-college level MSC Judo Competition, Workshops for Yoga and Aerobics, International Yoga Day, etc.

The College has facilities for Aerobics, Volleyball, Chess, Karate, Taekwondo, Yoga, Judo, Weight Lifting, Powerlifting, Kho-Kho, Athletics, Football, Archery, Ball Badminton, Kabaddi and indoor games.

- The College has a Sports Ground with a total area of 80X35 meters with a cemented elevated ramp.
- It has a stage size of 14.5 X7.5 meters, a separate office, 01 green room/changing room of 9X4 meters, 03 store rooms, 01 activity room and rest rooms are available in the sports ground.
- It also has a PA system.
- An all-purpose hall for indoor games is available. The hall is used for judo, weight lifting, powerlifting, chess, taekwondo, karate etc.
- Facilities for outdoor games include a Volleyball Court, Kho-Kho Ground and Judo-hall.
- The user rate is 100 students/day.
- All the equipment is available in requisite numbers for the students to practice their sport.
- The College also has a well-equipped gymnasium for both the faculty and students.

Details of infrastructure for sports	Area	Description of activity
Sports Ground Total Area	80X35 meters	Activities
Volleyball Court	18X9 meters	Kho-Kho, Kabaddi, Volleyball,

Kho-Kho Ground	27X16 meters	Gatka, Handball, G.E. and B.El.Ed. P.E. Practical Classes
Kabaddi	11X8 meters	
Gatka	50 feet radius	
Judo Hall	8.5X16 meters	Playing area for judo, Wrestling, Kurash
Gym		Twister, treadmill, front pulley, cross trainer, steppers, free weights
Taekwondo	7.30X14.30 meters	Taekwondo practice
Yoga		Yoga
Boxing	13X16 meters	Boxing
Indoor Sports Facilities	4X4.5 meters	Such as chess, carom, G.E. and B.El.Ed. P.E. Theory Classes

Cultural Activities:

The College provides adequate facilities for co-curricular activities:

- Mata Sahib Kaur Auditorium, inaugurated in 2013 is a state-of-the art, fully air-conditioned facility with a seating capacity of 500. All inter-college and intra-college co-curricular activities are organized here.
- It has 4 green rooms for participants.
- It is well-equipped with multimedia, surround sounds, audio-video recording systems, hand mics, collar mic etc.
- It is disabled-friendly with elevators for easy accessibility.
- There is a large space outside and on the ground floor of the auditorium which is used for festivals, street plays and other student activities.
- In addition, the centrally air-conditioned Mata Gujri Hall, with a seating capacity of 175 and equipped with multimedia projectors, hand mics and sound system is also used for co-curricular activities.

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

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

Response: 32.53

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 27

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	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: 39.95

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
12.25467	59.49204	149.2425	85.35771	144.5373

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:

- The College library is fully automated and managed with softwares.
- It uses softwares like **Online Public Access Catalogue (OPAC)** as well as the ILMS software **LIBWARE**.
- Library Management Software allows maintaining all types of books, e-Books and journals. It also

manages Cataloguing, Circulation, Stock Verification and Binding etc.

- The library's catalogue of books and other reading material can be accessed through library intranet and internet (OPAC). The library catalogue is searched by author, title, publisher, keyword and year of publication.
- In addition, we also use barcode technology. All books have been barcoded. **Barcodes** are generated in the library using a barcode printer. Books are checked at the checkpoint through this software.
- Two computer systems near the entrance of the library are installed with library software **LIBWARE Version 3.0.3** with Online Public Access Catalogue (OPAC) facility which enables for smooth issuance and return of the books.
- Students can use this software and access all the collections available in the library via title, author, publisher, keywords etc. Instructions have been displayed on how to operate OPAC.
- The library has a subscription of **NLIST** which gives remote access to students and faculty to e-resources and contents.
- The Library of the college has created an archival section namely, 'Bhai Mani Singh Archives' which has a digitized collection of rare manuscripts that reflects our rich heritage and culture.

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: 13.86

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
14.72580	13.79090	11.96350	11.67710	17.12686

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: 7.14

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

Response: 358

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:

The College has the following hardware related facilities:

- An internet bandwidth of 100MBPS provided by Delhi University. The network is supported by a total 18 network switches which ensures seamless internet connectivity on the campus.
- To facilitate a seamless network, the network facilities have been segregated into 7 laboratories.
- The College has a total of 1200 laptops and 326 desktops which facilitate the functioning in the electronic mode and governance in an efficient manner. In addition, there are 45 UPS for battery backup.
- There are 27 LCD projectors which are installed in the auditorium, seminar hall and classrooms.
- Additionally, one smart board is installed in the Department of Elementary Education.
- There are 25 Wi-Fi Access Points Ruckus donated by Delhi University. The College added 25 Wi-Fi Access Points D-Link for better internet connectivity in the campus.
- There is one Juniper Router (Server Room) and one Ruckus Hardware Controller (Server Room).
- There are 32 printers including one Braille printer. In addition, there are 4 network printers and 5 scanners.

The College has the following software facilities:

- A Special Software called Indogenous is used by the administration for Admissions, Internal Assessment, Attendance, issuing of Provisional Certificates etc. The portal is also used for student fees, notification and time-table modules.
- The Accounts Department has a Special Accounting Software Tally Prime and HR Software which is used for the preparation of salaries of staff and other accounting.
- The Library Management Software LIBWARE 3.0 is used for managing the entire library administration, acquisition, cataloguing, circulation, member facilities, articles, indexing, serials etc.
- The Enabling Unit has a Special Software NVDA/Jaws for visually-challenged students.
- The Computer Labs are equipped with softwares like SPSS, CPU SIM, Java, Mathematica, Tally 9, Latex, TTM Software (IATA, EBT) and Dev C++, Anaconda, Photoshop7, Corel12, SQL Server, and Pagemaker7, Android Software, CPU SIM, SPSS, Ubuntu Linux, R, Net Beans etc.

- The Vocational Lab uses Visual studio.net and Access Control System, a special software purchased for student I-Card readers.
- All the College computer facilities including Principal's Office, Department of Elementary Education, Department of Physical Education, OMSP Lab, Staff Room, Examination/Admission Room, Psychology Lab, Placement Cell, Student Counsellor Room have MS Windows7/MS Windows10, MS Office 2010/MS Office 2016, WinZip/WinRaR, Acrobat Reader, Google Chrome, Mozilla Firefox etc.
- For the maintenance of the College website, elementor pro is used.
- The College uses G-SUITE extensively. It has provided email services to its faculty and non-teaching staff.
- During the pandemic, to continue remote learning the College created email accounts for all students.
- The Institution has been conducting workshops on using ICT for teaching-learning for the faculty. It also conducted webinars on using G-SUITE tools for teaching-learning for both faculty and students. The entire teaching learning is now conducted through G-SUITE tools.
- The IT staff maintains the entire IT infrastructure. In addition, the Department of Computer Science gives advice.
- We have a separate Website Committee for regularly updating the College website and a Technical Team which facilitates the conducting of online activities like webinars, conferences, workshops, FDPs etc.

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: 3.18

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. 750 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: 58.58

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
90.31662	117.8404	109.4547	120.3270	108.3324

File Description	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:

The College follows all norms and procedures laid down by the University in constituting committees for maintenance of infrastructure and other facilities. As per the requirement, infrastructure is improved, modified and upgraded on a regular basis.

Classrooms and Building:

- The Institution has a duly constituted **Building Committee (as per GFR rules)** that supervises and oversees the maintenance of the College infrastructure. All the procurement is done through E-tendering. Decisions pertaining to the upkeep and maintenance of physical facilities are taken through periodic meetings of this committee.

- A caretaker, appointed by the Institution, supervises the maintenance and upkeep of the physical infrastructure of the College.
- The College has outsourced the housekeeping and maintenance of classrooms and the entire building. There is a separate supervisor to ensure cleanliness on the College campus.
- The **Hygiene Committee** of the College inspects the building from time to time in order to keep the campus clean and hygienic.
- A separate **Canteen Committee** supervises hygiene and cleanliness of the canteen. A periodic inspection of the canteen premises including the kitchen is carried out by this Committee.
- The **Purchase Committee** for all purchases has been constituted as per university regulations and functions strictly as per norms and procedures. The Committee approves the requirements of the College for the maintenance of infrastructure and other requirements. All the procurement and purchasing is done through GeM portal.
- The institution has a **Stock Verification Committee** which makes a review of the book balance and ground balance of stock at periodic intervals.
- Specialized personnel look after laboratories of the various departments.
- The College **Garden Committee** has been entrusted with the role of making the campus green. Green corners have been created in the corridors and students are responsible for watering the plants.
- **Water purification** facility is available for ensuring safe drinking water for all.
- Maintenance of **fire-extinguishers** is done periodically.
- Maintenance of the Electrical and Mechanical systems of the Conference Hall and Auditorium is done on a regular basis.
- The lifts of the College are maintained and serviced regularly.
- **CCTV cameras** have been installed at various points to ensure safety and security of students and staff members. The functioning of the cameras is checked on a regular basis.
- The College has a **medical room** with a surgical bed, wheel chair, medical kit, basic medicines, thermometer, blood pressure instrument and a weighing machine.
- The college is also in the process of developing a creche facility for the college teaching and non-teaching staff.

Library:

- The College has a **Library Committee** for maintenance of library facilities. Each department has a

representative in the Library Committee. It ensures that syllabus related text books and reference books are procured with the funds sanctioned to each department. New books are purchased by the library as recommended by the Departmental faculty.

- The library personnel also check the current titles or latest editions of books through websites of publishers as well as the catalogues provided by the publishers and vendors.
- The Library staff comprises 11 members including the officiating librarian. The staff looks after the maintenance and upkeep of the library.
- The library has a policy of weeding out old books. Books are also sent for binding to keep them in good condition.

IT facilities:

- The Institution has a well-equipped Computer Center with latest updated software and hardware. It includes a server room and two servers connected to the Wi-fi system provided by the University of Delhi.
- **Up-gradation** of laboratories is carried out on a regular basis. New software is purchased and installed as per the needs and requirements of students.
- There are lab in-charges, computer consultant and staff to maintain all the labs and **IT infrastructures**.
- A separate **Website Committee** has been constituted for the updation of the website on a regular basis.
- The Computer Science Department gives advice on the updation and maintenance of the IT infrastructure with their expert inputs.

Sports Complex:

- The College has a **Sports Board** for maintaining the facilities for sports students. The sports board through its periodical meetings take stock of the requirements of the sports departments and strives to improve the sports facilities. The Sports Board and the Department of Physical Education also organize various workshops on physical wellness for students and faculty members.
- Separate staff has been appointed to maintain the sports equipment.
- Instructors have been appointed and they help students with their sports practice and in using the **gymnasium**.

Infrastructure for differently-abled

- Our **Enabling Unit** has a coordinator and members appointed from among the faculty members who take care of all the requirements of our differently-abled students.
- **Battery operated chairs** installed near the basement staircases are maintained on a regular basis.
- **Tactile paths** and **ramps** are repaired from time to time.

Governance of the College:

- The College uses **Online Administration** software Indogenous for the maintenance of students' admission, attendance, internal assessment and time-table.
- The Accounts Department uses **Tally Prime** to maintain its records.
- Fee payment is completely digitised.
- Bringing complete transparency in the process.

For regularity and calculations of salary, the college uses **HR Software for Salary**.

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: 1.86

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
17	29	31	81	206

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: 5.86

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
171	209	239	280	297

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships 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: A. All 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: 37.9

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
3000	1114	1008	1608	1359

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

5.1.5 The Institution has 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: A. All of the above

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

5.2 Student Progression

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

Response: 1.73

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
28	38	14	12	18

File Description	Document
Upload any additional information	View 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: 21.99

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

Response: 301

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	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: 100

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
10	48	18	4	5

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
10	48	18	4	5

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

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: 220

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
36	56	53	46	29

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
Any additional information	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:

Students are the most important stakeholders of an institution and therefore, their involvement in college activities is imperative. The College Student Council is an elected body which represents the students and is a forum through which they can voice their concerns and give suggestions for the improvement of the institution. It also provides an opportunity for students to develop leadership skills as well as the ability to work as a team for carrying out various activities of the college. Our Student Council is an active, energetic and robust body involved in organizing numerous events in College. The Student Council elections are held every year. Students can cast their vote and adequate measures are taken to ensure that the elections are held in a free, fair and transparent manner. President, Vice President, Secretary and Joint Secretary are elected as office bearers every academic year. The vision and mission of the College is to provide value-based holistic education and the Council members to a large extent help us in realizing this mission. The College organizes numerous activities that promote value-based education. The Council members play an important role in organizing the inter-college and inter-school levels Bani, Declamation and Kirtan competitions, *Saarang* (the annual fest of the College) and Annual Day. Members also help in conducting different extracurricular activities including Fresher's Party, Farewell and the Annual General Knowledge Test. Different departments also have their own societies which organize various departmental activities. The Student Council and Department Societies work in synchronization with one another. Further, Class Representatives are elected or nominated to represent the class and convey the issues and concerns of their

peers (if any) to the concerned authorities. The students are also elected as members of various statutory committees and cells of the College including the Internal Complaint Committee, Placement Cell, NSS, NCC, Internal Quality Assurance Cell and other societies that are an integral part of the academic, social and cultural fabric of the College. Students are closely involved in their functioning by not only helping in the smooth working of each society but also making efforts towards encouraging participation, association and involvement of other students. These societies and cells organize events throughout the year with the help of student members and volunteers. Students are actively involved in Editorial boards of various periodical publications of college as well.

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: 35.4

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
26	102	14	22	13

File Description	Document
Upload any additional information	View Document
Report of the event	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:

Mata Sundri College has recently got its registered Alumnae Association body which is committed to play a pivotal role in connecting with alumnae. The Alumnae Association aims to assist the institute in making a stronger network of alumnae, who can further contribute in raising the profile of the Institute. The college has been actively engaged in conducting alumnae meets both at central as well as departmental level. Last offline Alumnae Meet in 2019 was celebrated at the College auditorium that witnessed a huge participation of the college alumnae across the departments. Some of the notable alumnae of College were invited as chief guests and as other distinguished guests on the occasion. (<https://www.youtube.com/watch?v=E8WfYQoGGW0&t=3782s>)

Apart from that, the Department of Elementary Education, Department of Commerce, Department of Mathematics, Department of History, Department of Sanskrit and others have actively organised Alumnae Meets at the Departmental level from time to time in the past 5 years. There are various other initiatives taken at the departmental level to strengthen the bond with their alumnae. For instance, the Department of Elementary Education also operates a FACEBOOK page (<https://www.facebook.com/profile.php?id=100008563903325>) to share relevant information with them. It also organizes a series of Alumnae Interaction every year, in which selected alumnae working in eminent institutions or pursuing higher studies are invited as resource persons.

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: E. <1 Lakhs

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 reflect the distinctive characteristics of the Institution. The College believes in collective and participative decision making which cuts across faculty, staff and students and also, in engaging with other stakeholders like alumni, parents, industry, NGOs etc. This is reflected in a multi-tiered governance in the area which is within the purview of the Institution and it tries to translate the Vision and Mission into action programmes. Since Mata Sundri College is a constituent college of University of Delhi, there are structural imperatives with which it has to align itself; for example, syllabus, admission procedures as per University norms etc. However, in pedagogical considerations and enriching the life of the students through conducive the teaching-learning experience that is truly reflective of our mission, the institution leaves no stone unturned.

- The Institution attempts to empower the students as well faculty and staff to be a part of the governance structures in order to have their voice in the functional governance.
- During the pandemic, Mata Sundri College attempted to offer a wholesome experience of teaching-learning to its students. This was made possible because we were able to train the faculty and the students. Both practical as well theory classes were held, incorporating the expressed pedagogical needs of the students aligning them with curricular considerations.
- There is a responsive mechanism in terms of Student Advisors, Grievance Committee and Internal Complaint Committee etc. The Institution gives special attention to its physically challenged students. All these measures have a valid structure in place to ensure that there is minimum leakage from cracks.
- Various administrative and academic units of the College are managed democratically, although complete alignment with University Calendar and rules are maintained. Mandatory bodies like IQAC, Staff Council, ICC, EOC, Purchase Committee etc. have well-defined roles and principles, which along with the Enabling Unit align the functioning of the College with its Vision and Mission.
- Various student associations and other bodies in the College work to create synergy in teacher taught engagement to benefit the community concomitantly.
- The Governing Body along with the Principal and her team has a dedicated focus on not only enhancing the quality of curricular education but also usher to cement value-based delivery of the same. For this, there is a constant attention directed towards building and strengthening values conducive to social growth and evolution of individual and Community consciousness.
- Implementing technology growth in the day-to-day functioning is encouraged.

File Description	Document
Upload any additional information	View 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:

Case Study 1

(Students)

Regular meetings, which are planned in advance between the Principal and her team, are held with the Class Representatives as well with Program Coordinators of all Courses. These are akin to open forums where there is a free flow of upward communication. Concerns are recorded and followed up with relevant functionaries and feedback is provided to these representatives.

Transcending decentralisation and participative management process, we have moved further to participative decision making process whereby decisions move upwards from the ground level. Regular meetings held with Student Council, Cells and Societies provide suggestions which are conveyed to the decision makers and incorporated into action plan.

Case Study 2

(Teacher)

The faculty had expressed repeated concerns with regard to inordinate delays in their career progression which was demotivating them. The College Principal with assistance of the Coordinator of the IQAC created a two-pronged praxis to address this issue. Procedural formalities were completed which culminated in career progression for nearly one-third of the teaching and nearly half of the Non-teaching staff. This progression elevated the eligible members to the next level in their professional journey. Alongside support was also provided by the IQAC in terms of arranging those programmes which would help and aid the promotion of robust research work. A substantial number of domain centered as well as broad based faculty development programmes were initiated. These benefitted all stakeholders.

As per the stated workload of each Department, a Screening Committee was set up to initiate and jump start the screening process for new appointments. To ensure a participative paradigm for governance, teacher representatives are also present in the Governing Body as well as the Building Committee. To extend this to financial matters, the College Provident Fund Committee consists of relevant functionaries from faculty and administration.

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:

Our strategy and perspective plans emanate from the Vision and Mission of the Institution. Various bodies and other structures are put in place to ensure the practical implementation of the Vision of our College. The Governing Body devises strategic parameters for the same and also facilitates the said alignment. For academic activities, the College follows the academic calendar prepared by the University of Delhi. Additionally, every department and society/association is also asked to prepare its own academic calendar for educational and co-curricular activities, which helps to maintain continuity in the quality of delivery. The Institutional strategic/ perspective plan forms the bedrock of all activities targeted at:

1. Effective and efficient implementation of curriculum delivery and outcomes, achievements of goals of respective courses and creating a robust teaching-learning constellation, which is interactive and stimulating.
2. Meaningful mentoring of the students in the areas of academics, sports, and other extra-curricular activities.
3. Building strong peer networks among the students.
4. Fostering a collaborative framework for undergraduate research and encouraging teamwork.
5. Collaboration/teamwork is structurally formalize at classroom/department and College level not only as individualize endeavours of different departments but across departments in the shape of various societies/clubs and other such bodies.
6. Strengthening the ethos of Nation Building using NCC and NSS.
7. Enhancing the purview of the IQAC by ensuring the existence of a framework where the body vigilantly and proactively initiates and maintains quality enhancement initiatives by supporting the same on a need-based assessment.

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:

Functioning of the College is in accordance with the University Calendar/SOP. The Organizational Structure of the College consists of the Management, Governing Body, the Principal, the teaching staff, the non-teaching staff and the students.

The Principal is assisted by the Teachers-in-Charge (TIC) of the Departments, the Staff Council (all teaching faculty) and the Non-Teaching Staff which comprises of the Administrative Officer, Section Officers (one for Accounts Office and one for the General Administration), Senior and Junior Office Assistants and Multi Tasking Staff (MTS). This ensures efficient working of the College.

The TIC oversees the smooth functioning of the department for which meetings are held on a regular basis to discuss issues and concerns relating to curricular and extracurricular activities. Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes. Each committee consists of the Convener and its members and student coordinators actively assist them.

Staff Council meetings are held regularly for the effective planning and implementation of programmes like teaching, learning, academic administration, curricular and extracurricular activities.

The College also has an Internal Quality Assurance Cell (IQAC) which works towards attainment of the goals of quality improvement and sustenance. The IQAC plays a significant role in enhancing the internal quality culture of the Institution.

Student Council meetings and meetings with Class Representatives as well as office bearers of various cells and societies are held regularly to discuss student-related issues.

The Library organization includes Librarian, Assistant Librarian, library attendants and SPA. They function in tandem with the academic and administrative staff. They are also assisted by the College library committee in their operation.

Laboratories: Laboratories function with faculty and dedicated staff meant for their running. The faculty members assigned to look after this, oversee procurement decisions and ensure smooth operation of laboratories, while maintainig and updated log of their assets. Assistants nominated for different labs help in all such activities.

The Anti Ragging Cell, Grievance Redressal Committee and the Internal Complaints Committee constituted as per University norms consistently work towards providing the students a safe and secure campus, where they can work towards attaining their full potential.

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:

Leave Benefits (As per University rules)

- 8 days of Casual Leave plus 2 Restricted Holidays are provided to both teaching and non-teaching staff.
- 20 half-pay leave can be availed by the permanent teaching staff after completing one year of service. Commuted leave not exceeding half of the amount of half-pay leave is granted on the basis of medical certificate.
- Non-teaching staff are allotted 10 half-pay leave in the month of January and 10 half-pay leave in July.
- Duty leaves of maximum 30 days to the teaching staff are provided to attend various Orientation/Refresher/Seminar/workshops/Training Programs as per the Government rules.
- Non-Teaching staff are also given duty leave.
- Female teaching and non-teaching staff can avail a Maternity Leave of 180 days as per Government rules.
- Male teaching and non-teaching staff can avail Paternity Leave of 15 days.

- Study Leave up to 3 years is provided to both teaching and non-teaching staff.
- A Sabbatical Leave of 2 years may also be availed by the teaching staff subject to certain conditions.
- Leave given to teaching staff to participate and present papers and to the non-teaching staff for participation in Conference/ Seminars/ Workshops/ FDP, etc.
- Earned Leave
- EOL
- CCL

Retirement Benefits (As per the University Rules)

- GPF (General Provident Fund) which allows Pension to employees after superannuation.
- CPF: In accordance with the University guidelines, the College has offered the option of Contributory Provident Scheme whereby the Employer contributes his share as mandated by Government of India.
- Gratuity given upon superannuation as per Gratuity Act and CCS rules.
- NPS (National Pension Scheme for employees who joined services after 01.01.2004)
- Encashment of Earned Leave maximum capped at 300 days.

Medical Benefits

- Medical reimbursement as per DU rules.
- Medical Cards facilitating cashless hospital facility.
- Medical Room/Medical facilities in College.
- Withdrawal and Final Withdrawal Facilities.
- Both the teaching and non-teaching staff can make withdrawal and final withdrawal from their PF accounts.
- Quick Provident Fund Loan Facility – 100% of those who applied have availed as per norms.

Faculty Development Programmes

- Faculty Enhancement programmes for skill up-gradation and training are organized for both teaching and non-teaching staff.
- Permission is readily granted to participate in Refresher Courses/ Orientation Programmes/ Short-Term Courses to the teaching staff for professional development.
- Computer Training Courses are provided for teachers to help them hone their e-skills and the non-teaching staff is sent to attend computer training courses organized by the University.

Facilities

- Canteen
- Grievance Redressal Cell
- Internal Complaints Committee

- Parking facilities for both teaching and non-teaching staff
- Clean drinking water facilities
- Bank facilities
- Facilities such as lifts, ramps, braille, and resource centre for differently-abled
- Gymnasium
- Yoga Room
- Auditorium
- Counselling facilities

ICT Facilities

- The College is fully Wi-Fi enabled
- 7 Computer labs and Psychology labs for research work for both students and faculty
- Desktop facilities in the library and staff room

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: 1.45

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
0	3	9	0	0

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: 4.2

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
4	7	5	3	2

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training 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:** 50.57**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
20	283	57	37	21

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

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

Response:

Teacher's Self Appraisal

- The College requires that the teachers furnish an Annual Performance Appraisal Report (APAR) as per CAS-2018. It makes known the involvement of the teacher in both academic and administrative activities. Through this form, a teacher can showcase his/her continuous professional development (paper presentations, publications, seminars and conferences attended) etc.
- The IQAC of the College processes the reports submitted by the faculty/department and does an academic audit which is then shared with the departments.
- The performance appraisal is also used for Career Advancement of the teachers who are updated about their performance at each level. If there is a scope for improvement on the part of the teacher, they are advised to upgrade themselves.

Appraisal for Non-Teaching Staff

- The College follows the performance appraisal procedures as per UGC norms.
- Each employee fills and submits the Annual Performance Appraisal Report (APAR). This Document is then certified by the respective Reporting Officer of the employee and further certified by Reviewing Officer.
- Both Reviewing and Reporting Officers accord points to the concerned employee on a scale of 10 after a careful insight into the self-appraisal report filled. A constructive feedback is given to the employee so that they can further enhance their performance level and efficiency.

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:

The institution regularly conducts internal and external financial audits:

Internal Audit:

- Work of Internal Audit of the College has been entrusted to the Internal Auditor of the Institution. This is mainly pre-audit of major receipts and payments. He also pre-checks salary fixations,

pension, gratuity and retirement benefits and final payments of GPF/CPF.

- The Bursar, Accounts Officer examines and verifies the financial data. This is again scrutinized by the Administrative Officer and the Principal for clarity, authenticity, transparency and financial accuracy.
- Income/Expenditure is closely monitored by the Bursar, the Principal and the Section Officer (Accounts). The Institution is liberal, yet follows the strategy of restraint as far as the expenditure is concerned.
- UGC and University norms are followed for all purchases. Effort is made to direct all purchases through GEM portal. The Institution has formed a Purchase Committee for the purpose.
- College submits its Balance Sheet as audited by the approved CA which is duly signed by the Chairman, Treasurer and Principal of the Institution to UGC as well as the University.
- For the grants received from the UGC, utilization certificates are prepared according to the allowed expenditure under various heads.
- The Utilisation Grant Certificates are annually submitted to UGC.

External Audit:

- The External Audit takes place annually after the completion of every financial year. The Chartered Accountant, who works as an auditor is appointed by the College.
- External Audit is conducted by the CAG through Auditor General CAG, conducts statutory audit covering all financial and accounting activities of the Institution. This includes scrutiny of the following:
 - (a) all receipts from fee, grants, contributions, interest earned and returns on investments.
 - (b) all payments to staff, vendors, contractors, students and other service providers.
- The bills and vouchers of the revenue expenditure are checked. The vouchers and proper record with the concerned Department of the capital expenditure is also checked and verified.
- Departmental Accession Register, Dead Stock Registers/Purchase Registers are physically checked.
- The Utilisation Grant Certificates are also audited by the external auditor.
- Statutory external audit and assessment of Income-Expenditure and Receipt-Payment is also done by CAG.
- The audit objections/compliance, if any, is handled by the Accounts Department.

File Description	Document
Upload any additional information	View Document
Paste link for 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:** 0

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
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document

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

The Institution attempts to garner funds from appropriate agencies in order to augment its capacity building and expansion exercises targeted at both faculty as well as student enrichment. The following academic activities were conducted with support from various bodies.

1. "National Conference on Perspectives of Successful Ageing", was held on 23-24 September 2016 with by the grants-from UGC.
2. "National Seminar on Eighteenth Century Punjab" was held on 6-7 October 2016 in collaboration and funded by ICHR.
3. Seminar on "Journey Inwards; Perspectives on Consciousness", was sponsored by the ICPR on 9 August 2018.
4. An Inter-disciplinary National Conference on "Professional Ethics: Theory and Practice" was sponsored by ICPR & Punjab and Sind Bank on 21-22 January 2020.
5. The Divinity Society organised an **International Conference** partially funded by ICSSR and Haryana Academy on "Guru Nanak Dev ji: Life, Philosophy and Legacy" on 27-28 September 2019.
6. The first International Seminar, partially funded by ICSSR on The "Socio-cultural Study of Agriculture"

was organized on 15-16 March 2019.

7. International Conference on “Recent Advances and Challenges in Finance and Marketing for New India @ 2022”, was held on 6-7 September, 2019 with sponsorships from UGC, Punjab and Sind Bank, State Bank of India, Frankfinn, Microsoft, Life Insurance Corporation of India and UCO Bank.

8. National Conference on “Advances in Applied Mathematics and Statistics”, held on 7-8 September 2017.

Major sources of institutional receipts/funding:

- 95% funds are through UGC Grant
- Fees from students for regular and add-on courses
- Auditorium
- Canteen
- Bank
- Photocopy Shop
- Stalls in College events and festivals
- Fees from Vocational courses

Utilization of Resources

The College has a Governing Body, Purchase Committee, Library and various associated bodies which help in the preparation, division and allocation and the utilization of funds. Fees received from students are used for development and maintenance of the college. Physical and academic facilities are augmented for students. Library and Sports services are strengthened. Laboratories and IT infrastructure is dynamically enhanced. A number of National and International level workshops, Seminars and Conferences are organized. Guest lectures, field trips, industrial visits, counselling sessions and short-term courses are organized for students. The Purchase Committee decides the policy and procedure for purchasing items. Each item is purchased by comparing a minimum of three quotations received from vendors. All purchases are done through GeM based on requisition by all stakeholders and subsequently ratified by the Purchase Committee. Construction and maintenance is done through an e-tendering system. Open quotations are invited. All transactions are verified using due diligence. All the collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through Cheques/ Electronic mode. Only authorized personnel can operate and transact bank procedures. The accounts are maintained using Tally Prime and HR Software. This helps in verifying audit trails of all transactions. All financial transactions are carried out with prior and proper permission of the Principal of the College, who is guided by the Governing Body of the College.

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:

To scale quality enhancement in all processes of the College, the IQAC has engineered dynamically geared initiatives targeted to upgrade skills and domain expertise while expanding horizons. This has helped the College to anchor itself to quality enhancement practices, improving the performance of faculty, staff and students and has been instrumental at the level of operation and motivation.

The strategies adopted for quality improvement:

Capacity building and expansion for faculty: The College organized 6 interdisciplinary FDPs for development of teachers across disciplines. National and International Conferences, Seminars and Workshops were organized exposing teachers to the best minds in academia. To meet the emerging challenge of online education, IQAC organized workshops to familiarize teachers with all relevant Learning Management Systems.

Capacity Building for students: To inculcate an environment of research in students, IQAC initiated the Research Mentoring Programme, where supervised by an experienced teacher, students produced a research project. Students from those departments who participated in this program researched on a diverse range of topics and certificates of appreciation were awarded to students.

Peer Mentoring: Peer Mentoring allowed students to augment teaching-learning process and experience learning in a very different atmosphere where, third year students mentor their juniors and created a peer learning atmosphere.

Skill-Based Counselling Sessions: Under the aegis of the IQAC, departments have been organizing Skill-Based Counselling Sessions for students.

Career Counselling Initiatives: The IQAC has organized career counselling initiatives to encourage and motivate student progression. Various cells such as Milestone: The Civil Services Society, Cell for Motivation to Masters, Preparatory Cell for CA/CS and Cell for MBA Entrance Exam have been created.

MoUs with National and International Institutions: The Institution signed MoUs with national and international institutions for academic collaboration. As a part of this collaboration, FDPs, Short-term Courses and Counselling Sessions were organized. Notable among these were 4 Counselling sessions organized for students and faculty of Al-Zahra College, Muscat, Oman.

Entrepreneurship Cell: The Cell was created in order to help students foster entrepreneurial skills and encourage them to initiate their own startups.

Digitization/Automation Services: Services have been automated in Accounting, Student Attendance and Internal Assessment. In addition, RFID Cards for students have been introduced.

Research Board: The Research Board constituted under the aegis of the IQAC works towards creating an environment conducive to carrying out research in College.

Interdepartmental Academic Initiatives: The Academic Committee promotes learning in the interdisciplinary space by organizing interdepartmental lectures.

Library Progression Committee: Library Progression Committee aims to adopt measures to enhance readership among students and to promote the library and its resources among the student community. Students are introduced to various e-resources with which they can continue and enhance their learning.

IT Infrastructure for quality enhancement and transparency: IQAC has facilitated creation and augmentation of existing and new IT platforms to bring about greater efficiency and transparency in functioning of the Administration branch as well as the procedures of the Accounts department.

Evaluative Reports and Internal Audit: The IQAC facilitated the conduct of an exploratory internal academic audit of select departments.

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 College reviews its learning process, structures and methodologies of operation, as well as learning outcomes at periodic intervals. To do this, various mechanisms as well as structures, have been put in place. For reviewing learning outcomes there is regular communication between the Principal, IQAC and members of various committees like Internal Assessment Committee, Mid-Semester Examination Committee and Teacher-in-Charges of various departments. These committees decide on modalities of mid-semester exams in consultation with department in-charges, who assist in this process after deliberating with the faculty members. Faculty members report the syllabus covered in the time period. This process ensures the timely completion of syllabus and helps to prepare students for final evaluation.

Similarly, the Internal Assessment Committee conveys communication received with respect to the dates of assessment and other modalities to teacher-in-charge of all departments for formative assessment. The students and the relevant faculty are both given the time-frame to ensure smooth evaluation.

The IQAC, in collaboration with faculty also created various cells which serve to guide the final year students for continuing their education in desired areas. These cells offer guidance and support for

aspirants wishing to pursue a career in either Civil Services, MBA or Accountancy. Feedback from students is also sought about any inputs they may like to give regarding expected learning outcomes that were conveyed to them at the beginning of the semester. An effort is made to integrate this into subsequent deliveries of course content.

The Institution has created structures and worked at evolving methodologies of operations which aid continuous review. The IQAC in its regular meetings engages with representatives from the three pillars of the Institution namely students, faculty and administration for a regular feedback from them and library officials directs strategy for making governance transparent and accessible for staff and students.

Participative mechanisms, in the form of regular meetings of IQAC with student representatives and office bearers of various societies are in place. These meetings allow issues of concern to be brought forth so that the needed support for both infrastructure and capacity and skill building can be initiated. IQAC uses this feedback to put in place various mechanisms as well as events in response to these demands. Various value-added courses and workshops on topics deemed important for students like those on computer skills, resume building etc. have been arranged. As mentioned these participative processes also led to creation of Career Progression Cells and Library Progression Committee among other such initiatives.

In order to bring transparency in governance, various processes have been automated. Student attendance, fee payment, internal assessment and library operations all have been removed from the manual purview of operations. These processes, along with efficiency and expedience, also bring transparency while enabling a simultaneous rectification in the data. All accounting procedures have also been automated to the same effect.

Integrating ICT has been yet another area of priority for IQAC. Regular information and feedback from the concerned members of staff and faculty have resulted in selection and subsequent purchase of hardware and the accompanying software for efficiently meeting the institutional targets. Faculty members expressed a need for skill enhancement and capacity building in designated areas. IQAC arranged FDPs in areas of expressed interest as well as crafted a Research Mentoring Program where teachers supervise groups of students for producing interdisciplinary academic research. This allows faculty an opportunity to work collaboratively with both colleagues and students of multiple disciplines.

The College has put forth a proactive, robust system in place for taking cognizance of the needs of differently-abled students. To this end, an Enabling Unit works to create inclusive physical infrastructure and provide multi-level support to these students. Presently, the position of the IQAC Coordinator and In-charge of this unit is held by the same faculty member ensuring a seamless provision and allocation of necessary wherewithal to the unit.

IQAC also maintains continued interaction with the College Sports Board. Collaborative programs have been organized to meet the fitness needs of students as well as staff. The IQAC also suggests bringing more students into the ambit of sports.

The teaching-learning process of the Institution is its bedrock. Effective pedagogical techniques tailored to curricular delivery is a top priority of the College. IQAC assists in this overarching aim by being both proactive and responsive. Evidence of the same is available in the response of the College to the challenge created by the present pandemic.

The Principal and IQAC Coordinator visualised and initiated multiple workshops and training programs for

both the faculty and students to gain functional efficiency with Learning-Management Systems. These workshops jump-started the online teaching process. The College has maintained regular classes during the pandemic as a result of this initiative. Prior to the pandemic, IQAC and the College administration had worked to place infrastructure in place to enable ICT based teaching-learning.

The College ensures compliance with the Academic Calendar of University of Delhi. In addition, IQAC encourages all constituent departments to prepare their individual calendars to meet their domain-specific needs and contribute to programs of overall development.

The IQAC initiated a program of Peer Mentoring whereby senior students interact with juniors and mentor them. This peer-to-peer learning builds cross classroom bonds and enhances a spirit of teamwork. Counselling sessions have also been organised by IQAC collaboratively with different departments of the College. These are important in the present time, as they offer support to students. The support is given as an aid to help cope with stress and strategize optimal utilization of available resources for learning. Counselling has also been given to help make career choices. Knowing that students need additional skills in today's time, many value-added courses, in addition to the existing skill development programs, were organized. These serve to expand the skill base of the student and also strengthen their resume.

In order to ensure that IQAC is assisting the meta goals of this College, regular student feedback is sought and analysed, which serves to shape subsequent initiatives in the desired direction.

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 initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: C. 2 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

NAAC

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:

The College was established with the primary objective of providing quality higher education to women, particularly those belonging to minority and marginalized communities. The College strives to foster an empowering climate for women students. Several mechanisms have been put in place to promote gender equity amongst our students.

- The Internal Complaints Committee, Women’s Development Cell and Equal Opportunity Cell focus on promoting gender equity.
- Ordinance XV-D- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (Ministry of Law and Justice) has been prominently displayed in College physically and on the College website.
- Information dissemination is an ongoing process, achieved by inviting legal experts and competent domain experts from relevant areas to interact with our students and faculty members and sensitize them about the issue of gender equity. A number of talks and sessions on important issues such as Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, were organised.
- The social goal of moving towards gender equity was attained by inviting experts to interact with our students. One such feminist activist was Kamla Bhasin, who engaged with our students and delivered a powerful talk on “Gender and Education”. Since activism is integral to dismantling structural imperatives that undermine women, students took to the street as part of the “Rape Roko” movement which was organised by concerned citizens of Delhi-NCR.
- Two short-term courses “Gender Studies” and “Gender Sensitization and D&I and POSH” were organised . Other gender equity programmes like the Josh Talks, a series of lectures which focused on gender related issues were held for students.
 - We believe that theatre is an effective medium to propagate gender equity and a play “Halala” which focused on the issue of triple talaq was organized by the Women Development Cell. Other creative endeavours to sensitize students about gender issues included poster making competition, poetry writing competition, film screening etc. on topics like Masculinity, Femininity and Gender and Violence. To drive home the importance of women’s role in history, the topic of the inaugural lecture of the “International Lecture Series” was the “Position of Women in Sikh Religion.”
- During the lockdown, a number of seminars and talks on gender related issues including a seminar on “Cyber Crime” and Online Safety of Women were organised .

- To empower our students, several counselling sessions to cater to their physical, mental, emotional, as well as their future professional needs were held. During the pandemic, students were provided counselling via social media platforms.
- To encourage students, a three-day multi-disciplinary online workshop titled, "Women Achievers: Creating History, Nourishing Present and Building Future" was organized from November 3-6, 2020. Inspirational personalities like Hon'ble Lt. Governor of Puducherry, Dr. Kiran Bedi and former Chief Secretary of Delhi, Ms. Shailaja Chandra interacted with the students.
- Leadership skills are nurtured through student involvement in ICC, IQAC, as Office bearers of different Societies, Committees, Cells, Departments, and as Class Representatives of each class.

File Description	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
Link for annual gender sensitization action plan	View Document

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

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

Response: C. 2 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:

We are committed to work for the environment and have devised innovative ways to manage degradable and non-degradable waste and raise awareness regarding waste management.

- An important initiative which the College has undertaken, is the establishment of “Earthcon”, an Environment Awareness Society, in 2019, with the mission to create awareness about the environment and sustainable ways of living. The society tries to run itself as a co-operative and encourages students, staff and the public to adopt sustainable habits, through environmental awareness activities, through workshops, webinars, competitions, talks, Zero-plastic and Green Diwali campaigns, Nukkad Natak etc.
- Waste segregation at the primary level is carried out by assigning different-coloured waste bins. These bins have been kept at different locations, in and around the College building. Paper waste is recycled and students of Earthcon and Textile Designing are closely involved in this project.
- The use of plastic is discouraged. To minimize use of bottled water, the College provides potable water to staff and students. Students and staff are encouraged to carry their own water bottles, use steel and glass containers to carry food, etc. as a part of sustainable living.
- Important interactions are organised to spread awareness among students and staff. Several extension programmes are also organized to spread awareness about the environment. Our students attended a FB live lecture by Sunita Narain (Director General, Centre for Science and Environment, New Delhi) on Solid Waste Management.
- In the 21st century, a looming threat to the fragile environment is e-waste. The College society Enactus, in collaboration with the NGO Chintan, initiated an e-waste Collection Drive. As a part of their initiative Sustainability Watch, Enactus launched an initiative of composting organic waste on the campus. All old machines, electrical equipment, etc. are disposed of according to Government norms. The College does not produce any biomedical, hazardous chemicals, and radioactive waste.
- A Workshop on e-waste and Recycling Management by Mr. Rajesh Khatri (Director and Founder of Eco Roots Foundation) and Mr. Saurabh Gupta (Founder of Aavni Environment and Sustainability and Consultancy) was organised, which proved to be an enriching experience for students and staff.
- Field Excursions are organized to Aravalli Biodiversity Park and Yamuna Biodiversity Park to familiarize students on the ill-effects of indiscriminate use of resources and waste creation. In addition, they are provided with an opportunity to interact with experts to learn about different Ecosystems, Biodiversity analysis, Pollution Control, Natural Resources, Population Explosion and Ecological processes during these visits.
- A spectrum of activities are organized to raise the general consciousness of students towards waste management. This includes poster competitions, Eco-Evolution competitions etc. We regularly

stage plays and screen documentaries throughout the academic year to sustain the discourse on environment and waste.

- We also encourage our students to participate in various programs on environmental issues. Our students regularly participate in programs on Conservation of Energy Resources organized by the Petroleum Conservation Research Association Government of India.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: B. 3 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: B. 3 of the above

File Description	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: E. None of the above

File Description	Document
Certificates of the awards received	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
Details of the Software procured for providing the assistance	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:

We provide inclusive education and aim to inculcate a spirit of tolerance and harmony. We have taken a number of initiatives to this end:

- To promote inclusivity, the College offers fee concessions and scholarships to economically marginalized students, thereby enhancing both sensitization as well as diversity and inclusion.
- To promote intercultural awareness, Student Volunteers of ENACTUS and NSS commemorate special occasions by reaching out to underprivileged children.
- The Institution has conscious policies towards the differently-abled and makes efforts to include them in the mainstream. We follow a two pronged-approach towards the differently-abled :

1.Promoting integration of the disabled in College

2.Sensitizing students towards differently-abled

- Women with disabilities face marginalization at multiple levels and we are committed to provide them an inclusive environment. The College has a fully functional Enabling Unit. Disabled students are provided braille embosser, smart phones, laptops along with software like Angel-pro. Infrastructure is disabled-friendly and students are provided with writers to assist in writing assignments and examinations.
- The Department of Physical Education organized Annual Sports Meet for the Visually Challenged and workshops on topics like 'Sensitizing Disability' are regularly organized. To sensitize youngsters towards creating an inclusive environment for all individuals irrespective of appearances, a workshop was organized on Body Image Concerns in Young Adults.
- The College believes in promoting linguistic integration and offers courses on Hindi, Urdu and Punjabi. Due to our strategic location, we have been able to provide education to women from marginalized sections.
- Courses are also offered in internationally popular languages like German which connect to the Indo-European family.
- We organized National Level Seminars like: 'Literature and Discourse' and 'Experiences of Engaging with Diverse Communities'.
- Challenges and Key Learnings in order to promote inclusivity.

- The North-East Cell, SC/ST Cell and Minority Cell ensures a discrimination free environment.
- We organize literacy workshops, Financial literacy, Digital literacy and COVID-19 Awareness Programmes for our Safai Karamcharis to promote inclusiveness.
- We regularly organize Bani-Kirtan Competition - an event, based on the Ragas and Bani contained in Sri Guru Granth Sahib to propagate an understanding of the universalistic humanitarian principles and to inculcate the spirit of tolerance and harmony. It brings together students from diverse backgrounds for creating an understanding of the lofty principles and we also encourage the non-Punjabi speaking students to participate in various such events.
- We believe that nothing can promote more inclusivity than promoting the culture of baking bread together. Thus, we follow the practice of preparing and serving langar - a community meal - from our community kitchen on the Founder's Day and other occasions. Promoting diversity and defying hierarchy, it encourages the values of egalitarianism and harmony.

We also organized various events like the International Conference on "Guru Nanak Dev Ji's Views of Life: Contemporary Context" to commemorate the 550th Birth Anniversary of the great seer. A seminar on "Kabir as a Symbol of Syncretic India" and Periodic Lecture Series on "Purusharthas" was also organised.

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:

We groom students towards social responsibilities and arrange many activities to generate an awareness regarding their true role in the society:

- Regular events are arranged to familiarize students with the Constitution of India. The College regularly celebrates Constitution Day and sensitizes students about their Fundamental Rights and Duties.
- We believe that to truly serve the country it is imperative to understand good and just administration. Thus, we arrange talks and lectures on topics that would promote this vision. One such event was a talk on "Good Governance and Policy Initiatives in India" by Prof. Rumki Basu and Dr. Abhay Prasad Singh with huge participation from our students.

- Knowledge of ethics and morals is seminal for understanding one's responsibilities and obligations. We organize various events to promote this belief. One such event was a National Conference on 'Professional Ethics: Theory and Practice' which highlighted the ethical codes that need to be followed to succeed in any chosen profession.
 - All departments sensitize students towards making society a better place. The Department of Elementary Education organized a slum visit and encouraged their alumni to discuss social responsibilities with their juniors.
 - To promote the value of multiculturalism enshrined in the Constitution, the Institution organizes conferences on the life of great philosophers. One such conference was on the life of "Kabir: The Symbol of Syncretic India" and another one on "Guru Nanak Dev ji: Life, Philosophy and Legacy."
 - Recognizing one's responsibility towards the environment, our NSS girls participated in a Rally for River Project initiated by Jaggi Vasudev.
 - On the occasion of World Water Day observed on March 22, NCC students organized a Save Water Rally. They also participated in Yamuna Swachhta Drive wherein they visited the site and cleaned the river banks.
 - To raise awareness about social ills like child labour our NCC volunteers felicitated the World Child Labour Day and raised awareness amongst their fellow students.
 - During the pandemic our students recognized the duty of the civil society in helping people.
1. NSS volunteers created videos and posters to raise awareness. They also reached out to the rural areas to raise consciousness about COVID-19 protocols.
 2. Student volunteers of ENACTUS made a significant contribution through their COVID-19 Aid Project which was appreciated and recognized by Delhi Police.
 3. Another project of ENACTUS was SilSila, wherein unused Rumala Sahibs were converted to envelopes to generate livelihoods for those who had lost jobs during the pandemic.
- To be responsible towards women's mental and physical health. One such activity organized by ENACTUS was Anemia Camp that raised awareness about this condition amongst women to our girls.
 - To promote Swachh Bharat Abhiyan, the NCC and NSS organize various Swachhta Pakhwaras on regular basis. Students also visited a slum near the College to spread awareness about cleanliness.
 - We encourage students to take pledge against anti-social activities like corruption.

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:

The College celebrates and observes several inter/national commemorative days to educate students about our rich cultural traditions.

- The United Nations has designated June 5, as the World Environment Day and the Department of Environmental Studies hosted different events for students and staff on this occasion raising awareness about important environmental issues. The Department of Environmental Studies also organises events to commemorate the “World Water Day” which falls on March 22.
- The College observes the International Day of Non Violence on October 2, the birthday of Mahatma Gandhi while Sardar Patel’s birthday on October 31 is commemorated as National Unity Day. The Institution organized a Unity Pledge and observed the Rashtriya Ekta Saptah Week on this occasion. Kargil Vijay Diwas is celebrated every year on July 26.

- The Institution believes in the importance of linguistic and cultural diversity and therefore celebrates the “International Mother Language Day” which falls on February 21. Departments of Hindi, Urdu and Punjabi organize sessions on this occasion.
- To commemorate the adoption of the Constitution of India, the Institution celebrates Constitution Day on November 26. Lectures and interactive sessions are organized and students are made aware about the importance of our Constitution and its salient features.
- In order to spread awareness about the importance of voting and the role of citizens in a democracy, the National Voters’ Day was observed on January 24.
- The Institution has also been organizing Swacchta Pakhwaras on a regular basis to uphold the ideals of the Swach Bharat Abhiyan. Our students perform Nukkad Nataks, conduct cleanliness drives on and off campus and organize other activities related to health and hygiene.
- We celebrated events like the “Freedom Fortnight: Azadi 70 Yaad Karo Kurbanii” in the academic year 2016-17 by participating in a Tiranga March held at India Gate. National Sports Day was celebrated in 2019.
- All important festivals like Safe Holi, Green Diwali, Lohri, Baisakhi etc. are celebrated in College by students and staff. Highlighting the importance of Yoga as a spiritual, physical and mental practice, the Institution celebrates the International Yoga Day on June 21. On this occasion, yoga sessions and workshops are organised by the N.S.S. and Department of Physical Education. During the pandemic and the subsequent lockdown, we organized online webinars and workshops to commemorate International Yoga Day.
- A unique feature of our Institution is the Gurburab celebrations which are observed to mark the birth anniversaries and martyrdom days of the revered Sikh Gurus. The birth anniversaries of Guru Nanak Dev ji and Guru Gobind Singh Dev ji and the martyrdom of Guru Tegh Bahadur hold special importance. Nagar Kirtans, prayers and langars are organised on the occasion.
- The Founder’s Day, Mata Sundri Smriti Diwas is observed with reverence on March 12.
- The College completed 50 years in 2017. This milestone was celebrated by a gathering of important personalities from various walks of life at Siri Fort Auditorium on February 27, 2018, along with year-long festivities.

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

7.2 Best Practices

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

Response:

Best Practices-1

Title – Vocationalizing Education, Skill Enhancement and Promoting STEM Based Learning

Objective of the Practice - We provide skill-based education that would amplify the employability of our students through various vocational courses, skill enhancement programs and STEM Learning. The Vocational Centre of Mata Sundri College, along with the newly established Departments like Computer Science and Statistics take a unique approach to promote skill-based learning and provide opportunities for STEM based Learning. Our objective is to create a unique pedagogy that perfectly blends traditional syllabus with relevant marketable skills which have proved to be a major attraction for the students.

Context – In today's world, it is very important for women to be financially independent and pursuing a successful career is the only clear path towards the same. Our Vocational Centre offers Certificate and Diploma Courses in Computer Applications, Tour and Travel Management, Textile Designing and Foreign Languages which gives our girls a secured career. Along with this, a wide range of Skill Development Counselling Sessions are organized by all departments to ensure that our students get exposure and opportunities to acquire relevant skills to shine in the job market. Our Placement Cell has successfully established a strong bridge with several companies resulting in several successful campus placements and internships. STEM Learning and Vocationalizing has made opportunities available to them and enhanced the canvas of our students' employability.

Practice – At Mata Sundri College for Women, we believe that regular curriculum needs to be enhanced with incremental advantages and for a successful career young women need special and professional skills. Thus, we take a unique approach to provide a wide choice of vocational, skill and STEM based learning. This has allowed our students to create a robust resume that gives them an extra edge in the job market. In achieving this, our Vocational Centre has been a seminal platform that has consistently offered courses that trained innumerable girls who went ahead to have lucrative job offers. Several skill enhancing field exposure activities and workshops have been arranged for the benefit of students. All Departments along with Placement and Internship Cell organize Career Counselling Sessions and Skill Based Counselling Sessions that further help our students to excel in the highly competitive job market. The College has organized several 2 credit and 30 hours short term courses for skill enhancement. For instance,

we had organized a certificate course on 'Stock Market' in collaboration with the Bombay Stock Exchange.

Along with this, we also now run a fully functional Entrepreneurship Cell 'Uddham' that is committed to nurture the entrepreneurial dreams of the young students and prepare them to launch their own start-up ventures in the future. Departments like Computer Science and Statistics promote STEM learning and we are committed towards matching the students' skills with the needs of the economy. This is in consonance with our vision of women empowerment.

Evidence of Success – Owing to our determined efforts towards vocational and skill enhancement courses and STEM learning, our College got opportunities to create more career options for our students. It also allowed them to gain prestigious internships that we hope would pave their path towards a bright professional future. In the academic year 2019-20, the Travel and Tourism Management Programme of the Vocational Centre signed an MoU with a major company like Interglobe Solutions ensuring placement for students. Many Placement and Internship Drives were organized and our students were placed in reputed companies like Deloitte, Infosys, TCS Ltd., Wipro HR Services India, ISA Global, Amazon, TravClan and Coral Knowledge. In the year 2019-20 alone 100 students were selected for internships in different companies.

Problems Encountered and Resources Required – The pressure faced by students for engagement with regular curriculum is very high. Despite these challenges the faculty encourages them to pursue vocational courses and skill-based learning. Additional infrastructural as well as human resource augmentation and support will allow us to strengthen our efforts in this regard.

BEST PRACTICE 2

Title – Introducing Collaborative Peer Mentoring, Research Mentoring and Interdisciplinary Research Initiatives

Objectives of The Practice – The worth of any academic institute is decided by the number of scholars it produces who conduct groundbreaking researches. We have taken the worth of research very seriously and have created an appropriate atmosphere through a unique program like "Research Mentoring" where teachers mentor students in research skills. Another programme which is collaborative in nature is our Peer Mentoring initiative which allows students to mentor their peers and exchange ideas. We have also provided ample opportunities for both our students and staff to nurture a keen interest in various interdisciplinary research activities.

Context – Research is an important component of higher studies and in the larger industry. It is essential to create a research-oriented environment where students learn to pursue research as an activity. The Research Mentoring Program initiated by the College across all departments dedicatedly works to achieve this goal. In addition, interdisciplinary research activities like seminars, conferences and workshops enable us to nurture research skills of both students and staff. To further strengthen collaborative learning, we also encourage our students to learn from each other through our unique Peer-Mentoring programs. Through this program we enable our students for collaborating with each other, taking the teaching learning process beyond the classroom and further sharing and learning of knowledge in a conducive atmosphere.

The Practice – Our practice of promoting research initiatives and conducting Peer Mentoring amongst undergraduate students is unique as it allows the students to enhance their critical thinking through an exchange of ideas with the fellow students. The program of Peer Mentoring has allowed students to

become Mentors enabling them to experience learning in a very different atmosphere. It offered a refreshing role reversal where final year students could mentor the freshers. The benefit of this program has been two-fold. Students also learnt the skill to articulate their ideas in a manner that is cohesive and comprehensive. The first year students on the other hand, witnessed a teaching–learning process that was not just confined to bookish knowledge or delivery of routine lectures by the teachers but enjoyed the freedom to engage in a scholarly debate with their fellow students. This created an amicable inclusive academic environment while promoting the spirit of teamwork. This has also facilitated their understanding on the gap between theory and praxis which is largely a major problem in the research arena.

Our ‘Research Mentoring’ programme is committed to promote interdisciplinary research amongst the students and has witnessed students being supervised by an experienced teacher on a full-fledged research project. Students from many departments participated in this program and produced well-researched projects. This programme has witnessed a very enthusiastic participation from both students and teachers. As a part of this initiative, research on a diverse range of topics was carried out which is a testimony to the fact that given a conducive environment students could produce well-researched papers under the expert supervision of our faculty members.

Along with these innovative initiatives, the College organised a myriad of conventional activities in the form of workshops, talks, seminars and conferences which benefited both our faculty and students. The students were given a generous glimpse of the rigour that research involves. In addition, certain disciplines like Psychology, Elementary Education and Commerce offer dissertation /projects as an option in discipline-specific electives. To inspire students we also invite academicians from across the globe to share their experiences. To upgrade the research skill of teachers, we encourage them to attend Faculty Development Programs, Refresher and Orientation Courses. Teachers of our College are also recognized supervisors of M.Phil. and Ph.D. scholars.

Evidence of Success – Our initiatives to promote research and the Research Mentoring has given us the most rewarding experience. We have witnessed our students (some of whom are the first generation learners) successfully taking up M.Phil. and Ph.D. programs in reputed universities. Owing to the consistent efforts of our teachers in promoting a research atmosphere our students willingly opt for research projects as a part of curriculum, even when it is optional. This activity has initiated a research chain which leads to a number of publications from the Institution. Our students have also presented research papers in various national conferences and seminars and made a lasting impression as young scholars prepared to take on more matured research projects in the future. All in-house seminars and conferences organized by us have a dedicated plenary for student presentation. The proof of success of the Peer Mentoring programme is visible in the increased number of students participating as mentors and mentees in the programme.

Problems Encountered and Resources Required – Promoting research is a rigorous activity that requires dedicated time and effort from both teachers and students. While our teachers are forever willing to go that extra mile, the time and efforts required in research can sometimes become challenging for students. Our more persistent problem is often the paucity of funding agencies to support more such activities.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

VALUE BASED EDUCATION

The College is aware of the unique opportunities and challenges that young women face in the 21st century. While access to higher education among women has seen an upward trend, the instrumental and functionalist thrust of formal education still has large gaps in the knowledge-building exercise. Higher Education often gets reduced to degrees, grades and marks, due to the excessive focus on producing employable workers. Keeping this in mind, the College considers dissemination of a value-based education as an integral part of higher education. Value-based education in the context of Indian women in the 21st century needs a multidimensional approach. It should empower the Self, the Family, the Community, the Nation and the World. It should empower the woman, so that she is able to take charge of her own life and circumstances and hence we see education largely as a capacity-building exercise. Since we are a College named after the legendary woman leader, Mata Sundri Ji, our Institution considers dissemination of these values among students, as an integral part of higher education.

The College was founded on 17 July 1967, within the premises of the Mata Sundri Gurdwara to ensure that women, particularly those who belong to the marginalized communities can have an access to the higher education. This rather unique beginning of a modern educational institution based on the tenets of liberal education has been the cornerstone of our academic culture: the interweaving of spiritual values and modern education. Our motto, 'Truth is the highest of all virtues but True Living is higher still' remains the guiding principle of all our academic and extracurricular endeavours. Keeping in mind the limited accessibility that women sometimes have to Higher Education, the College also runs the Non-collegiate Women's Education Board (NCWEB) which is a focused endeavour to support the cause of women's education making it more accessible to all the segments of society. We offer a range of programs and courses to women students at a nominal fee. Classes are held on Sundays and during academic breaks. This time-table facilitates students' ability to pursue other courses as well as hold jobs. To help the students gain greater exposure and hone their personalities and skills, the NCWEB organizes a spectrum of activities.

In order to inculcate democratic values amongst students, every year the College holds elections for the post of Student Council Office Bearers. Students are encouraged to contest these elections, campaign and vote. This encourages the leadership skills as well as the values pertaining to the processes of politics and thus, empowering them. As a practical manifestation of this, the students are included in the formal bodies like Student Council, Internal Complaints Committees and other Cells of the College. Hence, they are prepared to step out into the corporate world and make informed and independent choices in their personal

endeavours as well.

Privilege entails responsibility. We work steadfastly towards fostering a sense of social responsibility among the student community. The College wing of NCC, NSS, Divinity Society and Enactus are very active in meeting this aim. Training the students to be of service to the community is a value actively promoted by us. Enactus is a society that enables progress through entrepreneurial social action. Participation in Enactus provides university students with the opportunity to make a meaningful difference in their communities by solving urgent problems as well as building successful careers for themselves. Towards this end, the College Chapter of Enactus provides services as per needs of the community. During the pandemic Enactus compiled a verified list of hospitals, plasma donors and oxygen availability for the benefit of the afflicted. For this endeavour the College and students were felicitated by the Delhi Police.

The motto of N.S.S. "Not me but you" upholds the need for selfless service. The philosophy of N.S.S. is founded on the belief that the welfare of individuals ultimately depends on the welfare of the society. NSS students are involved in Teach India Campaign, Swacchh Bharat Abhiyaan, Fit India Movement, slum visits, and various other programmes which foster civic duty and social responsibility. Teachers and students from the Department of Elementary Education have worked with two schools in the neighbouring area, Kamlesh Balika Vidyalaya and Guru Harkishan Public School as an outreach programme.

Value for one's tradition and a sense of history are very important to create good citizens. Several programmes are organised to foster these ideals. For instance, teaching ancient martial forms like the Gatka, use and promotion of various vernacular languages, organising cultural events linking students with various folk art forms are all attempts to promote and preserve India's great cultural heritage.

The Divinity Society of the College is integral to dissemination of the spiritual values. In order to ensure the inculcation of spiritual values, periodic lectures and other activities are organized by the Divinity Society and all students are encouraged to participate in it. In order to promote and enhance the pervasiveness of value-based education, a course on "Sri Guru Granth Sahib: An Introduction" was organized by the Divinity Society of the College.

The Bani Kirtan and Declamation competitions held by the Institution is a unique endeavour of the College to generate awareness about spiritual teachings of the apostles of the faith amongst the students belonging to Nursery, Primary, Secondary and Higher Secondary levels and the College students at the undergraduate and post graduate levels. Students are trained to participate in community events and are encouraged to accompany the Nagar Kirtans taken out on various Gurburabs. In addition, the College organizes annual Divinity Trip to important places of worship attached with the name of great gurus and the historical contribution made by great personalities is highlighted through these trips. This further ingrains the basic tenets of an egalitarian and inclusive society in their minds and serves as a preparing grounds to live amicably in our pluralistic framework of society.

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 College achieved a milestone in 2007 by introducing Bachelor of Elementary Education, a four-year professional degree course. The year 2017 was also a landmark year for the Institution as two programmes, B.Sc. (Honours) Statistics and B.Sc.(Honours) Computer Science were introduced.
- The College strives to focus on skill development and added another feather to its cap when the Vocational Centre was started in the year 2006.
- The Academic Years 2019-20 and 2020-2021 were landmark years as we signed MoUs with National and International institutions including one with Al-Zahra College for Women, Muscat, Oman.
- A Research Board, which will work towards creating an environment conducive for research in College has been constituted under the aegis of IQAC.
- The College organizes career counselling initiatives to encourage student progression. To this end, the IQAC has created Civil Services Cell, Motivation to Masters Cell, Preparatory Cell for CA/CS/MBA. Skill-based counselling sessions have been organized by Departments.
- The College IQAC has set up a specialized cell for documentation of College activities.
- The Institution has facilitated the formation of a technical team to assist in the organization of online activities and a Website Team for upgradation of College website. We have installed CCTVs for surveillance in and around campus.
- To enhance outreach activities the College has also created a Cell for organizing blood donors.
- In order to make governance more participative we incorporate members of Student Council and Class Representatives in the process of decision making. To encourage democratic process, the IQAC awards certificates to recognize contributions of Student Council and Class Representatives.
- The Institution makes extensive use of social media for enhancing the reach of programmes conducted by it. A Telegram Group of more than 4000 active participants consisting of both students and faculty members has been created by the IQAC.
- The College Library has created an archival section namely, 'Bhai Mani Singh Archives' which has digitized rare manuscripts reflecting our rich heritage where collection from rare Birs of Sri Guru Granth Sahib and other Punjabi translation of precious manuscripts are also archived.

Concluding Remarks :

- Mata Sundri College for Women is committed to providing quality education and a holistic learning experience to students in an inclusive environment. In future, we aim to empower our students by introducing more skill-based, professionally-oriented courses so as to increase their employability and also give them an opportunity to interact with people from culturally diverse backgrounds once they enter the job market. The College aims to further strengthen the industry-academia collaboration by signing MoUs with Corporate Houses and other organizations.
- The Placement and Internship Cell works towards providing internships and placements to our students. In future, the Institution would invite more companies and aim at getting its students placed in the top organizations.
- The College would like to introduce its own internship programmes and offer internships to students in the Library, Accounts and IT Department.
- The Institution is working towards complete automation in order to provide a flawless system of governance which encourages transparency and accountability.

- We would continue with student-oriented programmes like Peer Mentoring and Research Mentoring, further strengthening our best practices.
- We would like to introduce courses on yoga, meditation and on how to cope with the new normal.
- The College is more than 50 years old and has been consistently working towards nurturing the intellectual, physical, social and aesthetic development of students. During the pandemic we organized short-term courses, FDPs, seminars, lectures and workshops for our students and faculty members. Despite these efforts however, the pandemic proved to be a constraint for us as we would have liked to organize more activities, but were unable to do so. The pandemic especially, adversely affected our Placement drives as many core companies did not visit the campus. Sports activities were also impacted. The Institution would work towards overcoming all the lacunae once the pandemic is over.

Mata Sundri College for Women remains committed to its vision and mission of developing human potential to its fullest extent and making a mark not only in the field of education but also for producing students who are good citizens of the country with high social and ethical values.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>15</td> <td>16</td> <td>14</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>15</td> <td>16</td> <td>14</td> <td>12</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	28	15	16	14	11	2020-21	2019-20	2018-19	2017-18	2016-17	28	15	16	14	12										
2020-21	2019-20	2018-19	2017-18	2016-17																											
28	15	16	14	11																											
2020-21	2019-20	2018-19	2017-18	2016-17																											
28	15	16	14	12																											
1.3.3	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 4332 Answer after DVV Verification: 4332</p>																														
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1706</td> <td>1937</td> <td>1300</td> <td>1416</td> <td>1343</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1706</td> <td>1937</td> <td>1300</td> <td>1416</td> <td>1343</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1706	1937	1300	1416	1343	2020-21	2019-20	2018-19	2017-18	2016-17	1706	1937	1300	1416	1343	2020-21	2019-20	2018-19	2017-18	2016-17					
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2020-21	2019-20	2018-19	2017-18	2016-17																											
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 167 Answer after DVV Verification: 73</p>																														

Remark : There are total 73 teachers consolidated list with issues raised has been given by HEI, input edited accordingly

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	107	97	83	77

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
107	105	98	89	84

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 : 2101

Answer after DVV Verification: 2100

Remark : Total 165 full time teachers are present in the institute, less that 90% working experience will not be countable. Average experience is 12.72.

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
6	9.81	3.80	0.65	0.65

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	12.00	7.61	0	1.30

Remark : Input edited as per the supporting documents.

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
18	12	7	1	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	9	4	1	2

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 19

Answer after DVV Verification: 107

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

Answer before DVV Verification : 11

Answer after DVV Verification: 11

Remark : Input edited as per the supporting documents.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
31	33	33	32	38

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
24	20	23	17	18

Remark : Input edited as per the supporting documents.

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 published 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
50	54	34	28	22

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
50	54	34	25	22

Remark : Input edited as per the supporting documents.

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

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.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	7	6	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
06	7	7	6	2

Remark : Input edited as per the supporting documents.

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
7659	3863	824	2720	2284

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5176	3863	824	2720	2284

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
56	26	14	1	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
56	26	10	1	2

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
20	1	4	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
20	4	1	0	0

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
2713180	1105322	1148211 3	7573520	1112369 9

Answer After DVV Verification :

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

12.25467	59.49204	149.2425	85.35771	144.5373
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Remark : As per the given audited statement and consolidated extract input has been edited.

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

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
1472580	1379090	1196350	1167710	1712686

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14.72580	13.79090	11.96350	11.67710	17.12686

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 : 358

Answer after DVV Verification: 358

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

2713180	1105322	1148211 3	7573520	1112369 9
---------	---------	--------------	---------	--------------

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
90.31662	117.8404	109.4547	120.3270	108.3324

Remark : As per the given audited statement and consolidated extract input has been edited.

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
35	82	41	56	43

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
28	38	14	12	18

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 : 311

Answer after DVV Verification: 301

Remark : Input edited as per the supporting documents.

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per the supporting documents by HEI.

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

	<ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: E. None of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>647</td> <td>649</td> <td>630</td> <td>600</td> <td>694</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>626</td> <td>650</td> <td>632</td> <td>599</td> <td>649</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	647	649	630	600	694	2020-21	2019-20	2018-19	2017-18	2016-17	626	650	632	599	649
2020-21	2019-20	2018-19	2017-18	2016-17																	
647	649	630	600	694																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
626	650	632	599	649																	
2.1	<p>Number of students year-wise during last five years</p>																				

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4849	4510	3917	3875	3807

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4849	4510	3917	3875	3807

3.1 **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
167	169	168	154	168

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
165	166	166	159	166

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 80

Answer after DVV Verification : 83

4.2 **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
2713180	1105322	11482113	7573520	11123699

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
105.4934	183.3357	259.7856	206.7861	253.8174