SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

DEV SAMAJ COLLEGE FOR WOMEN

DEV SAMAJ COLLEGE FOR WOMEN
152002
www.dscw.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

With a priceless inheritance of 88 years, DSCW, established in 1934, has the proud distinction of being one of the forerunner institution of women education in India. It is amongst one of the earliest institutes to be solely dedicated to the education of women, a rare find in those days. It is also one of the earliest attempts to give a concrete expression to women emancipation and liberty. Since its inception, it has shaped the destiny of women, the society and consequently the nation by bringing in a revolution against the odd norms of those days which saw women merely confined to household. Rich intricate culture and ethics constitute DSCW's illustrative legacy, inherited from the past, well emulated today and carefully preserved to be bequeathed to the future generations. Loaded with unparalleled, lofty and meritorious achievements, these 88 years are majestically personified in its alumnae, who consist of so many firsts like the First Lady IAS/ITO/MBBS/BA BT in the undivided Punjab.

DSCW has travelled a long way in its journey of evolution and has now reached a landmark where it takes a turn towards the zenith. A constant marked effort has been made to climb up this staircase of success with stories of accomplishment at each step. Lofty achievements like **Panjab University's No.1 College** with the exceptional CGPA of 3.75/4 (highest in India, 2013-14), **College with Potential for Excellence, College of Excellence, Role model College of Panjab University, Star Science Department status by UGC and DBT Star College status by Ministry of Science & Technology & many such achievements speak for our dedication towards quality education.** DSCW's name has become an icon in the field of education. It has been dreaming of venturing further into new horizons in the field of education to become a full-fledged university devoted solely to the education of women.

Vision

- A full-fledged university dedicated solely to the education of women – one of its kind, a hallmark of excellence in education.
- A leading, globally recognized institution, that fulfills the promise of imparting true value-based education amalgamated with the global standards of pedagogy and innovation in practices. An institute offering an intensely comprehensive programme for each of our student for the holistic development of her personality and strengths with an intent to personalize the experience. Peer satisfaction and contentment is our aim.
- An institute on an unparalleled journey of excellence, that evolves with the evolving society and its needs; that is in every sense transformation in a positive way - is what we strive for.
- An institute with focus on sculpting out leaders, entrepreneurs, innovators, reformers, researchers and thinkers who would bring about revolution in society, generate knowledge and lead India to that capstone of reformative restructuring from where it oversees the entire global command.

Mission

- To be a student-centric institute providing experiential, innovative and lifelong learning skills along with addressing the societal problems.

- To be peer friendly and to recognize our role as pivotal to self-assessment and improvement. To be unceasingly evolutionary in nature, conforming to the demands of the global milieu.
- To create an ambience in which neoteric ideas, research and scholarship flourish and from which the luminaries and trailblazers of tomorrow emerge.
- To address problems faced nationally and globally through close scrutiny and continues with the aptitude to reconstitute a healthy nation.
- To eradicate the flaws and loopholes of our cultural/social milieu by enrooting strong ethical temperament in our students.
- To impart education that transforms the students through rigorous coursework and to juxtapose it with an understanding of the needs of society, culture and prevailing employment scenario.
- To collaborate with other academic and research institutes around the world for strengthening the apprenticeship and research culture.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Oldest Woman College established in 1934 having proud privilege of producing First lady IAS, M.B.B.S., Income Tax Officer and First lady B.A.B.T. in undivided Punjab.
- Only Woman College under PU with the exceptional CGPA 3.75/4 CGPA by NAAC in its 2nd cycle of re-accreditation which was the highest in India in (2013-14).
- First College under PU that attained the status of ‘College with Potential for Excellence’ in 2011, status of ‘Star Departments’ in Science in 2013, ‘College of Excellence’ status in 2016 and DBT Star College in 2019.
- DSCW is the first college under PU to establish DDU Kaushal Kendra, a skill-based study centre under the National Development Scheme of the MHRD by the UGC with the grant of Rs.4.65 Crore, initially introducing four skill-based courses. Recently the UGC has sanctioned four more skilled courses under B.Voc. scheme amounting to a total of 8 courses.
- DSCW is the first College in India to introduce the exceptionally innovative course of M.Sc. (Cosmetology and Health Care) with a grant of rupees one crore from the UGC. One of the students’ of the department got placement in Loreal with a package of 24 lakh rupees per annum.
- First Woman College under PU to establish Community College to give free education to 200 poor and downtrodden students.
- Only Woman College of Ferozepur District offering highest number of programmes: 14 Master Programmes, 15 Under graduate Programmes, 05 Dual Degree Add-on Courses/Innovative courses and 29 Value Added Courses.
- 3 Incubation Centres at college with target based earning facility for student incubates.
- First college under the Panjab University to establish a Digital English Language Lab. with the latest and internationally acknowledged software from Orell.

Institutional Weakness

- DSCW is situated at the backward and border area of Punjab.
- DSCW has been toiling hard to attract incremental funding through projects from UGC, DST, NBHM, ICSSR, ICMR, UGC, DBT and Industry sponsored projects etc.
- DSCW is aiming for improving its core placements/employment index. Faculty/Student exchange

programs at national & international level.

- Introduction of more interdisciplinary programmes and courses. Alumnae corpus not as per expectation.
- Take our Research to the National/International Arena.
- Human Resource engagement specially for unconventional courses like those in Foreign Languages due to the remoteness of the place.
- Revisions cannot be made but only be influenced for the large number of curriculums that are prescribed by the affiliating University.

Institutional Opportunity

- Oldest and one of the most reputed institutions of pre-independence times which has come a long way with manifold accolades/awards/achievements and still constantly explores/exploits potential for growth/improvement.
- The college sees vocational courses as an immense opportunity to generate vertical mobility and enhance the chances of employability.
- Promoting free and equal education for underprivileged sections of society that includes – SC, ST, OBC, economically backward and physically challenged students by extending them financial help to the tune of one crore rupees yearly.
- The college can collaborate for students and teacher exchange programmes with other universities/ institutions of national and international repute.
- More Industry sponsored/demand driven/job-oriented UG/PG/Innovative/Vocational programmes can be introduced.
- Owing to the overall growth of the institution to the level of world class Centre of Excellence, DSCW has the potential to become Autonomous College and then Deemed University exclusively dedicated to the education of women.
- Potential to further strengthen academia-industry linkages.
- Exploring possibility of collaborative research with national/international research institutions.
- Potential to introduce more job oriented/skill development/self -employment courses/other emerging courses.
- Expanding the Coaching for Civil Services/ NET- SET/Bank/PCS Examinations.
- On-line Certificate courses.
- Collaborations with foreign universities, research institutes and industries.
- Centre for Quality Research.
- Space and resources to establish the Incubation Centre for research scientists.
- Opportunity to enhance entrepreneurship development activities.
- The good relationship with stakeholders and various organizations for strengthening research, consultancy activities.
- To enter into more MOU’s for increasing industry-institute interaction.
- Requirement for value added training programmes for unemployed rural youth of the region.
- Strong Alumni Association – a chance for industry offered courses in curriculum enhancement and monetary support.

Institutional Challenge

- Competition from upcoming institutions.
- Increase and maintenance of infrastructural facilities.

- Faculty engagement and retention specially for unconventional courses.
- Creeping commercialization is posing challenges to quality education in higher education.
- To increase staff and students exchange programmes.
- Government not filling sanctioned posts.
- The fee structure and other funds are defined by Panjab University where the rate of increase is too low to meet the growing expenditure owing to inflation.
- Emergence of private Universities and easy admission into professional courses poses a real challenge to the traditional courses offered by the institute.
- The trend towards distance education and e-learning.
- Rising cost of education.
- Mushroom growth of IELTS centers and increasing problem of brain-drain

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Value-based Education System inclusive of ethics, values and morality.
- Monitored by IQAC for Quality maintenance.
- Curriculum goes through different phases of curriculum lifecycle – development, approval, communication, resourcing, delivering, support, assessing, evaluation, reviewing, re-development.
- A huge array of UG & PG programs contributing to Science, Arts, Commerce, Skilled and I.T. enabled development.
- External resources/ Industry/Organisations engaged (MoUs signed).
- Curriculum designed for B.Voc. courses and certificate/diploma courses which have been introduced with the national goal of empowerment through education. The courses offered are fully designed keeping the existing trends of national needs like Development of appropriate Technology, Entrepreneurial, Skill Development etc.
- Inclusion of cross-cutting issues relevant to gender, environment & sustainability, human values and professional ethics (activities on record).
- Grand total of 38 certificate/diploma programmes and 11 new courses introduced (last 5 years).
- Latest 12 regular teachers participating in various bodies of Universities/Colleges.
- 18 programmes CBCS/Elective Courses.
- 77.13% students additionally enrolled in Certificate/Add-On.
- 29 Value-added courses offered by the year 2020-21.
- 38.34% courses include experiential learning through project work/field work/internship during last five years
- Latest 17.7% (322/1819) students undertaking field projects/internships.
- All types of feedback meticulously collected, precisely analyzed and diligently acted upon.

Keywords/Key-points for consideration in our Curricular Aspects:

- **Academic Calendar**
- **Advanced Strategic Planning**
- **Extensive use of Technology, ICT, Multimedia**
- **Extensive Learning Programme (Extension Lectures, Seminars, Debates, Discussions, Workshops etc.)**
- **Experiential Learning**

- **Fieldwork/Projects/Hands-On/Incubation**
- **Orientation Classes**
- **Remedial Activities**
- **Student Centric Approach**
- **Stakeholder/Peer/Student/Faculty/Alumnae involvement/feedback/connectivity**
- **Social and emotional Learning**
- **Ultra-modern Resources**
- **Well-maintained College Website**

Teaching-learning and Evaluation

- 87.09% of full-time teachers against sanctioned posts, 28 PhD, 72.52% women, 9.89% hail from other states and a good number having experience of more than 20 years.
- Average enrolment percentage of 3.51 with students from other states/countries
- 48.03 average percentages of seats filled against reserved categories during the five years
- Barely any dropouts
- 3 Step Assessment Formula –Diagnostic/Formative/Summative
- The institution boasts of a well-stacked Library with 71354 Printed Books
- OPAC (Online Public Access Catalogue); and access to INFLIBNET/IUC
- Teacher-Learner – 19:1/ Personalized yet disciplined relationship/ shared learning accountability, responsibility & focus/ interaction/ interdependence/ mutual respect.
- Teaching Learning - Student Participative / Research Based / Student Centric/ Inductive/ In-depth/ Inclusive/Reflexive
- Networking with leading Universities/Research Institutions/Organizations/ Industry Innovative/Transparent CBAT for CIE
- Comprehensive mechanism to deal with Examination related grievances divided into 3 distinctive stages with involvement of Examination Committee /Grievance Cell/ IQAC / Principal.
- Clear Communication of College Courses/ Rules/ Regulations/ Responsibilities/ Duties/ Holidays/ Other info to Students/peers/faculty/stakeholders via notices/ announcements/ SMS/ Website etc.
- Clear Communication of POs/PSOs/COs via Website/Induction Handbook/Library Copy/Orientation Sessions

Measurement of COs/PSOs/Pos	
Cos	• Pre-Determination Examination/Tests • CBAT based CIE
POs/PSOs	• Attainment of Cos • Co/Extra Curricular Activities/ Research Pro • Stakeholder/Employer/Alumni Feedback
Cos/POs/PSOs	• Placements/Employability • Overall Progress/Development

- Differently Abled/SC/ST/OBC/Minority/Advanced/Slow Students well represented and accommodated with compatible aid/infrastructure/resources.
- 100% teachers using ICT Mentor to student ratio of 19:1

Keywords/Key-points to be considered in our Teaching-Learning:

- **SWOC analysis of students**
- **Structured mentoring and training programme Collaborative/Co-operative Learning Computer Managed/Based/Assisted Instruction Integrated Learning Systems**
- **Smart Classrooms, Summer/Winter Internships**
- **On-Job Training/Special Training Programmes/Incubation Huge array of Add-on Courses/Additional Courses**
- **E- Learning Tools like MATLAB / SPSS**
- **Experiential Learning Interactive**
- **Enhancing Learner Satisfaction/intervention/involvement/adaptability/ reflection/contemplation Mind-mapping**
- **Students' Research Journal**
- **Learning by Teaching/Role-Play/Self explanation/Enactment/Situational Analysis/Case Study Inter-textual/inter-disciplinary study**
- **Extensive use of ICT/Technology/Multimedia Flipped Classrooms**

Research, Innovations and Extension

- 33,20,000/- granted for Research Projects sponsored by the government/non-government sources for 08 projects.
- 11 faculty members recognized as research/PHD guides.
- 3 State of art Incubation Centres - students get hands on experience along-with target-based earning. State of art Research and Development Cell for innovative/creative/in depth/practical study promoting entrepreneurship.
- Entrepreneurship Development Cell for fostering relationship between industry and institution. Innovation at the heart of our ecosystem with 183 no. of workshops/seminars conducted on Intellectual Property Rights and industry/ Academia Innovative practices.
- Malpractices and plagiarism in research through URKUND software are highly discouraged, attaching relevance to authentic research-based publications leading to high impact factor of our papers.
- Incentives to teachers receiving State/National/International recognition/ awards. 254 Research papers in journals notified on UGC website.
- 268 books/chapters in edited/volumes/books published/papers in National/International conference/proceedings.
- Core values/morals/ethics/social & cultural awareness/cultural awareness/character/servitude promoted via an array of extension activities.
- Permanent Community Cell in the college.
- 4 Backward areas of surrounding areas adopted under the Unnat Bharat Abhiyan Scheme. Service at Old age homes/Leprosy Homes/Orphanage/Others
- 4 Step Incubation Centre Model viz Conceive/Experience/Collaborate/Grow
- 126 Awards/Recognitions received for extension activities from the government/Recognized bodies Record placements and employability index.
- 106 number of extension and outreach programmes conducted in collaboration with industry/community/non-government organizations through NSS/NCC/Red Cross/YRC
- Industrial tie-ups enabling active learning in every domain and 33 MOUs signed with top notch industry and business houses
- 352 Collaborative activities for research, Faculty exchange, Student exchange/ internship during the five years

Keywords/Key-points to be considered in our Research, Innovations and Extension:

- **Association with NGOs**
- **Awareness Drives/Camps in and around the city**
- **Community Development Centre**
- **Central Association**
- **Eco Club**
- **NSS/NCC**
- **Red Ribbon Club**
- **Rotract Club**
- **Sanitation Drives**
- **Women's Cell**

Infrastructure and Learning Resources

- Latest/Surplus Teaching-Learning Resources. Approximately 17 Crores spent on infrastructure during the five years.
- More than 1 crore spent on sports infrastructure and 50 lakhs spent each year to enhance/engage facilities/resources.
- More than 50 lakhs spent each year to promote cultural facilities/activities.
- 57.14% of Classrooms/Seminar Halls ICT enabled.
- A whopping 99.51% of budget allocation for infrastructure augmentation.
- Fully-Automated ILMS.
- 3 Libraries – Primary Library (one of the oldest in the region –1934) & Science Library – Fully Automated/ State-of-Art/ Highly Modern/ Bar-Coded/e-resources/ e-books/ databases/ journals/ magazines/ newspapers; Traditional Library – Dev Samaj Adhyan Kendra with comprehensive Compendium of books/ resource material on Dev Samaj/Dharam where Ph.D. scholars too are pursuing extensive research.
- Humungous Collection of books including rare books/manuscripts/special reports/others.
- Approx. 5.84 Lacs spent on purchase of books/journals each year.
- The institution has e-journals/e-shodhsindhu/e-books/databases.
- Minimum 3.08% faculty/students use library per day.
- Proactive/Reactive Updating for IT facilities in tune with global trends.
- 350 out of the total 375 computers having high-speed internet access.
- 100 Mbps Internet Speed & Fully Wi-Fi Campus.
- Facilities for e-content development – Media-Centre/Recording Facility/Lecture Capturing System (LCS).
- 39.74 lakhs spent on maintenance of physical/academic support facilities during the last five years.

Keywords/Key-points to be considered in our Infrastructure and Learning Resources:

- **State of Art Gym/Yoga Centre/Salon/Spa/Aesthetic Centre/Fashion Designing Lab Indoor/Outdoor Stadium/facilities for Sports**
- **Permanent cultural In-charge**
- **Two huge open-air stages/AC auditoriums (300 & 500 seating capacity)**
- **One AC Theatre/Audio-Visual Room / 29 Smart Classrooms/Seminar Hall**
- **3 Incubation Centers**

- **Internet Cafes**
- **10 Fully Resourced Computer Labs**
- **N-List/INFLIBNET**
- **In-house Doctor/Nurses/Medical-Aid/ Music Room**
- **Cultural Instruments/Equipment**
- **91 CCTV Cameras**

Student Support and Progression

- 833 students benefited by Scholarships/Free-ships provided by the government and 2399 students with a huge amount by institution independently.
- Capability enhancement and Development Schemes including Competitive Examination Study Centre/Career Counselling/Soft-Skill Development/Remedial Coaching/Language Lab/Bridge Courses/Yoga & Meditation/Personal Counselling.
- 44.7% Students benefitted by guidance for Competitive Examination/Career Counselling
- Students benefitted by Vocational Education and Training with the number steeply increasing each passing year.
- Complaint Box/Grievance Cell/Structured Mechanism for prompt action on student grievances
- Not a single sexual harassment and ragging case in the entire history of DSCW hinting at a highly secure and student friendly atmosphere.
- 91 CCTV cameras to keep strict vigilance
- 3.98%of outgoing students placed.
- 677students' progression to higher education during the five years.
- 63.94% students qualifying for state/national/international examinations during the five years.
- A highly active and responsible Central Association (Students' Representative Body) which is the heart and soul of all the activites in the college.
- 111 awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level
- Functional Alumnae Association – contributing significantly towards the institution also associated via Facebook/Whatsapp page/group having held 20 meetings.
- 232 sports and cultural events/competitions organized by the Institution during last five years
- Strong Alumna Association

Keywords/Key-points to be considered in our Student Support and Progression:

- **Central Association –student representation/ discipline/cleanliness/ maintenance/monitoring/grievances redressal/organizing events/protocol duties/advisory/other**
- **Green Monitors**
- **Polybag free campus**
- **Recycling**
- **Industry-Academic Connect Networking**
- **Outstanding Alumnae – IAS/ PCS/ Government Officials/ Gazetted Officers/ Teachers/ Professors/ Diplomats/ Entrepreneurs/ Corporate/ Others**
- **University toppers**
- **Students Topped/cleared University Entrance Tests; Studying at University Centres**

Governance, Leadership and Management

- Democratic/Decentralized/Good-governance with autonomy; including financial autonomy in many cases.
- Participative Decision Making.
- Shared understanding – Administration/Management/Supreme Body.
- Emancipating women - making them self-reliant/self-sufficient/ confident/ ethically strong/ confident/ internationally-viable/ culturally sound.
- Organizational health via best/innovative practices adopted/self-developed. Engage best faculty/resources.
- Progress towards transforming DSCW into an exclusive/world-class/one of its kind Women's University.
- Enhanced sense of satisfaction/belongingness/empowerment/accountability in faculty.
- Faculty's role in initiation/mobilization of facilities.
- IQAC's role in strategic planning/deployment.
- Comprehensive organizational structure with every part rhythmically co-ordinated/synced to derive maximum output.
- E-Governance implemented for Planning/Development/Administration/Finance & Accounts/Student Admission/Student Support/Examination.
- Exhaustive list of faculty welfare measures/perks/awards/rewards/appreciations.
- High work-life balance/happy employees.
- 44.79% of teachers provided financial support to attend conference/workshop/ membership of professional bodies with 150100 rupees.
- Faculty Appraisal via – Annual Performance/Stakeholders/Students/Grievance Reports/Self-Assessment.
- Efforts rewarded proportionately: 95% annual increments; 15% promotions.
- Regular Internal/External Audits with no audit objection.
- Funds/grants received from non-government bodies/ individuals/ philanthropies.
- IQAC at the heart of the college system monitoring each and every activity, ensuring quality assurance strategies/processes; recording/disseminating best practices.
- Periodic reviewing of teaching-learning process/structures/methodologies of operation/ learning outcomes with resulting massive transformations on record.
- Post Accreditation Initiatives – Research and Development/Innovative HR Policy/Introduction of more vocational courses under DDU Scheme of MHRD and establishment of Foreign Languages Department
- Highly innovative Online Faculty Engagement Programme via VC and Multimedia- trial under process.

Keywords/Key-points to be considered in our Governance, Leadership and Management:

- **Academic Freedom/ Transparency/ Congenial Atmosphere/ Collaborative Leaders Accurate/transparent information publication**
- **Strong ethical values/ selflessness/ integrity/ objectivity/ accountability/ openness/ honesty Social/cultural/ecological sensitivity**
- **Strengthen skill-based courses**
- **Distributed effort/Checks & Balances System**
- **AQAR/Feedback/AAA/ISO Certification/NIRIF Participation**

Institutional Values and Best Practices

- 84 gender equity promotions/programmes organized. Gender sensitized faculty/students.
- Provision of safety/security/counselling/common room for girl students.
- 91 CCTV cameras/Patrolling Van of Police keep continuous surveillance.
- Institution has the facilities for alternate sources of energy and energy conservation solar energy/Biogas plant /Sensor-based energy conservation /Use of LED bulbs/ power efficient equipment
- Production of natural colour dyes by Home Science Department.
- Recycle bins at all designated places/departments.
- Production and sale of cloth bags/rugs at college. Enhancing national consciousness/ awareness/ aptitude.
- Promotion of human values/ethics/universal values.
- Initiatives are taken to address the locational advantages, disadvantages and Initiatives are taken towards societal engagement.
- Bicycle/Public Transport/Pedestrian Friendly Roads – All used by staff/students to the maximum.
- Minimal use of plastic/Polybag free zone.
- Minimum paper used – maximum information electronically displayed/conveyed. Beautifully landscaped gardens with biodiversity in trees/plants.
- Drip method for watering plants.
- Lakhs rupees spent on green initiatives/waste management.
- Differently-abled: Physical facilities/ramps/rails/rest rooms/scribes for examination
- Display of core values in the institution/on its website.
- Transparency in its financial/academic/administrative/auxiliary functions.
- Best practices of focus on Research and Development/Vocational Studies/Skill-based Courses.
- Exceptional performances/ accolades in Sports - area distinctive to our vision/priority/thrust.

Keywords/key-points in our Institution Values and Best Practices:

- **Student/faculty ID cards/Complaint/Suggestion Box. In-house medical Doctor/Nurse/Aid.**
- **Organic Manure Pit/Vermicomposting/ Rainwater Harvesting/Sanitary pad (vending machines/incinerators)**
- **Minimum Paper (Usage/Printing)/Well-being Out of Waste/Best out of Waste Programmes Fashion Show/Projects/videos on waste management theme**
- **Donation of old electronics**
- **50 KWP Solar Plant/Maximum installation of LED bulbs**
- **Anti-sexual Harassment Committee/Women’s Cell/Grievance Redressal Cell/Security Agents Mentor-mentee programme**
- **AC Common Room**
- **Permanent Counsellor**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DEV SAMAJ COLLEGE FOR WOMEN
Address	Dev Samaj College for Women
City	Firozpur
State	Punjab
Pin	152002
Website	www.dscw.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Sangeeta	01632-222145	8146563192	-	principaldscw@yahoo.com
IQAC / CIQA coordinator	Nishant Juneja	01632-229145	8427752125	-	rtmct2016@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	01-01-1934

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Chandigarh	Panjab University	View Document
Chandigarh	Panjab University	No File Found

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	01-06-1972	View Document
12B of UGC	01-06-1972	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	16-09-2011
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	Dev Samaj College for Women	Urban	25	20000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Humanities	36	Senior Secondary	English,Hindi,Punjabi	359	359
UG	BA,Humanities	24	B.A.II	English,Hindi,Punjabi	40	29
UG	BCom,Commerce	24	B.Com.II	English	81	81
UG	BCom,Commerce	36	Senior Secondary	English	420	146
UG	BCA,Computer Science	36	Senior Secondary	English	480	117
UG	BSc,Science	36	Senior Secondary	English	274	274
UG	BSc,Science	48	Senior Secondary	English	200	56
UG	BVoc,Vocational	36	Senior Secondary	English,Hindi,Punjabi	150	30
UG	BVoc,Vocational	36	Senior Secondary	English	150	38
UG	BVoc,Vocational	36	Senior Secondary	English,Hindi,Punjabi	150	5
UG	BVoc,Vocational	36	Senior Secondary	English,Hindi,Punjabi	150	85
UG	BVoc,Vocational	36	Senior Secondary	English,Hindi,Punjabi	150	24

UG	BVoc,Vocational	36	Senior Secondary	English,Hindi	150	58
UG	BVoc,Vocational	36	Senior Secondary	English	150	0
UG	BVoc,Vocational	36	Senior Secondary	English,Hindi,Punjabi	150	0
PG	MA,Humanities	24	Graduation	Hindi	120	8
PG	MA,Humanities	24	Graduation	Punjabi	120	13
PG	MA,Humanities	24	Graduation	English	120	42
PG	MA,Humanities	24	Graduation	English,Hindi,Punjabi	120	27
PG	MA,Humanities	24	Graduation	English,Hindi,Punjabi	120	14
PG	MCom,Commerce	24	Graduation	English	120	53
PG	MSc,Computer Science	24	Graduation	English	100	21
PG	MSc,Science	24	Graduation	English	100	20
PG	MSc,Science	24	Graduation	English,Hindi,Punjabi	100	9
PG	MSc,Science	24	Graduation	English	100	49
PG	MSc,Science	24	Graduation	English,Hindi,Punjabi	100	34
PG	MSc,Science	24	Graduation	English	100	32
PG	MSc,Science	24	Graduation	English	100	31
PG	MSc,Science	24	Graduation	English	100	20

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				7				33
Recruited	0	1	0	1	1	6	0	7	10	7	0	17
Yet to Recruit				0				0				16
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				65
Recruited	0	0	0	0	0	0	0	0	11	54	0	65
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	3	0	0	3
Yet to Recruit				21
Sanctioned by the Management/Society or Other Authorized Bodies				47
Recruited	28	19	0	47
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				4
Recruited	0	0	0	0
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	12	0	0	12
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	5	0	6	3	0	15
M.Phil.	0	0	0	1	1	0	1	0	0	3
PG	0	0	0	0	0	0	3	4	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	12	0	14
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	0	0	0	5	40	0	45
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	12	16	0	28

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	1272	33	0	0	1305
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	346	27	0	0	373
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	28	0	0	0	28
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	248	333	284	218
	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	414	505	592	699
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	1154	1439	1517	1698
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	3	9	2	4
	Others	0	0	0	0
Total		1819	2286	2395	2619

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Since DSCW is an affiliated college to Panjab University Chandigarh, it has to follow a road map or guidelines prepared and provided by its parent University. Our course structure and the content for pedagogical transaction are designed as per the UGC/University guidelines. Our top leadership is framing the way for the successful implementation of multidisciplinary and interdisciplinary education which will surely enable our students to develop the skills necessary in 21th century. The institution hopes to get clear vision on how the multidisciplinary and interdisciplinary approach to education being proposed in the policy shape up. However we welcome the change and ready to implement the

	same pedagogy in our institute. Accordingly, the students of DSCW will be encouraged to opt for minor degrees in the fields other than the parent discipline.
2. Academic bank of credits (ABC):	DSCW has already motivated and made the student aware to enroll in the courses via online mode through National Schemes like SWAYAM, NPTEL etc. which the students have successfully completed. The DSCW shall abide by the curriculum and structure prepared by the affiliating university in this regard. We are waiting for the final revisions in the existing curriculum and developing a system for executing ABC in true spirit.
3. Skill development:	As mentioned earlier DSCW is an affiliated college and enjoys preparing and implementing its own curriculum for the skill development courses which have further been approved by the Panjab University Chandigarh. So far skill development is concerned; DSCW offers B.Voc. courses that are skill-oriented. Students are being trained in the field of Cosmetology and Health Care, Nutrition and Dietetics, Food Processing and Preservation, Fashion Designing, Journalism & Mass Communication, Hospitality & Tourism, Hospital Administration & Management etc. through these vocational courses. Students of DSCW are presently being given hands-on exposure to practical subjects through mini projects, in which students identify their skills to fabricate some mini-projects and learn the concepts through experiential learning. In addition to this, the DSCW will implement guidelines or structures provided by the affiliating university.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The preservation and promotion of India’s cultural wealth must be considered a high priority for the country, as it is truly important for the nation’s identity as well as for its Economy. In this regard appropriate integration of the Indian Knowledge system particularly teaching in Indian languages is important. Language, of course, is inextricably linked to Arts and culture. In order to preserve and promote culture, one must preserve and promote a culture’s languages. The DSCW has been offering all programmes in the regional language Punjabi/ Hindi which are one of the prominent Indian languages. The DSCW has the opportunity to utilize this human resource in the Indian knowledge system.

5. Focus on Outcome based education (OBE):	The DSCW is prepared to fulfill the objectives and achieve the target as per the structural curriculum provided by the affiliating university and implementing OBE for all UG and PG programmes. We Disseminate Program Outcomes (PO), Program Specific Outcomes (PSO), Program Educational outcomes (PEO) and Course Outcomes (CO) in our institutional website and also in the prominent places of all UG and PG departments. Faculty members assess the performance of Students as per OBE attainment Process. The attainment for each course outcome is generally divided into two types: 1. Direct Assessment method 2. Indirect Assessment method. The direct assessment is measured from internal assessment and external assessment. The internal assessment for each course is based on the student's knowledge skill and Student's academic performance in continuous internal assessment tests, seminars, classroom, laboratory assignments, semester examinations, etc. This method displays strong evidence for student's learning. The Indirect assessment is measured through course end survey. Attainment of Program Outcomes and Program Specific Outcomes: PO/PSO assessment is done by giving 80% proportion to direct assessment and 20% proportion to indirect assessment.
6. Distance education/online education:	During the Covid pandemic, online classes were conducted very effectively by all faculties in all programs. Both teachers and learners have experienced the online teaching and evaluation process through different online platforms. So, the institution is well prepared in this regard. This institution is already prepared, especially during COVID-19 pandemic situations and teaching learning process through different online modes like ZOOM, Google Meet, WEBEX, WhatsApp etc. The whole college campus is wifi enabled with digitally interactive panels installed in classrooms and hence there is no hindrance /obstacle in online education. This institution is updating its E-resources to make available all such type of e-content material prepared by faculty members to all students through online mode to meet the future challenges

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
958	914	847	776	723

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
28	28	28	22	22

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1795	2133	2241	2615	3222

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
623	694	691	565	665

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
651	680	830	1017	1178

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
94	118	127	126	123

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
109	135	142	143	144

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 61

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
163.34	303.33	519.61	509.07	541.15

4.3

Number of Computers

Response: 375

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:

The over-riding forces that guide all the activities conducted at Dev Samaj College for Women are its **Vision, Mission and Values**. The delivery mechanism for our curriculum is aligned with the following **behaviours** to ensure immersed and embedded learning capabilities viz. –

1. Being encouraging
2. Being participative
3. Being collaborative
4. Ensuring lifelong learning

For all the programmes (excl. B.Voc.) the curriculum is aligned, designed and prescribed by the affiliating University. For these programmes, DSCW is primarily responsible for academic planning and delivery of the curriculum in the most efficacious manner.

Delivery Framework:

A Team of fifteen personnel, consisting of four Senior faculty members, four Asst. Professors and three Researchers, three Industry Partners and two Students, constitutes the Internal Quality Assurance Cell (IQAC) that is responsible for governing the Curriculum Delivery Framework. The members of the cell meet on a quarterly basis to discuss and decide changes required to make the curriculum more efficacious for the delivery to the students.

Guiding Principles for Curriculum Delivery:

The following **guiding principles** are prescribed to the faculty by this Committee to help deliver the University prescribed Curriculum – (details in view document)

1. *Simplifying* the Complexities
2. *Applicability*
3. *Abreast with the times*
4. *Agile & nimble*
5. *Balanced*
6. *360o feedback*
7. *International standards*

The IQAC prepares the **Academic Calendar** of the college and **ensures alignment to the prescribed curriculum** via audits and regular meetings. All the departments and their respective HODs, prepare & submit their academic calendars. The faculty **is trained and mentored** by IQAC members and senior

HODs towards inculcating innovative teaching methods. World-class educational standards include specific learning techniques viz. - student-centric delivery methods, participative techniques, experiential learning, cartooning, storytelling, problem solving and active learning.

Faculty is encouraged towards **extensive use of audio-visual digital** delivery methods viz. PPTs, smart classrooms, virtual classroom, audio video recording centre, video lectures, software applications, models & frameworks, informatics, charts, animation etc. These tools of learning have been integrated and deployed at the pedagogic level to increase efficacy of the curriculum delivery. Online NPTEL, SWAYAM courses are made available to the students for acquiring the subject knowledge. The college also provides a 100 Mbps wi-fi internet connectivity.

The college has a strong Internal Evaluation System which is designed to periodically test and **assess the comprehension and knowledge levels** of students. The efficacy of the curriculum delivery is periodically checked using various mediums viz. mock tests, assignments, projects, assignments, tutorials, verbal & PowerPoint presentations, class tests, seminars, self-assessment, midterm exams, group discussions and role-plays.

The college conducts periodic surveys and feedback sessions with students for improving the curriculum delivery framework. The criteria of inquiry include elements such as - attainment of course objectives, teaching efficacy, learning outcomes, facilities etc. Data gathered from these feedback surveys is analysed and corrective measures are taken to improve the delivery.

The curriculum delivery performance is finally summarised and culminated via an **Annual Academic Audit** that is carried out by the Principal and the results and improvement plan are published for the subsequent year.

File Description	Document
Upload Additional information	View Document

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

Response:

The Admission Brochure of the College is published prior to the beginning of every academic session. Important details for students containing – the admission schedule, examinations, terms of admission and promotions, holidays, admission procedure, rules, regulations and other eligibility conditions are given in detail. The Brochure is made available for students, stakeholders and prospects on the College Website. The **Academic Calendar is a vital part** of this Brochure and students are regularly directed towards this document for reference. Important extracts from the college Information Brochure are displayed on each Departmental Notice Board. The college meticulously adheres to the published Academic Calendar of the University esp. the critical performance metrics such as - attendance, internal exams and assessment scores.

Process for adherence to Academic Calendar:

The Academic Calendar prescribed by Panjab University is the guiding document for the college. All Heads of Departments (HODs) alongwith their senior staff members, prepare their own departmental Academic Calendar, well before the commencement of the session. These calendars are submitted to IQAC (Internal Quality Assurance Cell) for review and subsequent corrections/revisions. The IQAC reviews, verifies, makes recommendations, revises and then approves. The committee regularly monitors the implementation and adherence by the departments' submissions. The **pre-published academic calendar forms the backbone** for an effective curriculum delivery strategy and helps faculty and students to plan the road map for various academic and extension activities in the college. The IQAC team **conducts random audits** to ensure that the faculty members are adhering to the promised schedules and curriculum.

The academic calendar contains comprehensive details about the forthcoming academic year and this allows HODs and other faculty members to **plan their Strategies for teaching and Curriculum completion** well-in-advance. Given the extensive number of activities that are organised in the college, faculty members refer to the Academic Calendar, to plan for –

1. Induction Programmes
2. Classroom sessions
3. Off-campus sessions
4. Holidays
5. Examinations, tests and assessments
6. Extra & Co-curricular activities
7. Event, Seminar, Workshop schedules
8. Regional, State, National & International important days celebrations

The calendar **lays out critical dates** for class tests, house examinations, special tests for advanced and ALS Students, assignment distribution and evaluations. All of these form part of the key parameters while conducting internal staff assessment. Staff members understand that they are required to strictly adhere to the academic calendar which is treated like the Bible for all future academic planning.

The **on-the-ground tasks** that are executed showing complete adherence to the Academic Calendar viz. teaching, learning and evaluation plans are recorded in the **Plan of Action reports**. This document is maintained by all the faculty members for their respective departments. This Work Diary elucidates the teaching plans, tasks accomplished and schedules adhered to. Work diaries are **regularly reviewed and monitored** by Senior College staff and IQAC.

File Description	Document
Upload Additional information	View Document

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

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

4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any 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: 60.71

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

Response: 17

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 133

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
27	30	28	25	23

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	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: 58.51

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
1007	1904	1678	1096	980

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:

A vital component of the DSCW Curriculum Delivery Framework is the **'Trans-disciplinary Theme'**. The conventional teaching methodologies focussed upon the subject and left the students with the undiscovered task of joining-the-dots across subjects and concepts. With the purpose of filling this void, DSCW has introduced a 'trans-disciplinary' approach to Learning. This allows students & faculty members to bring together the knowledge acquired through each subject onto a common, yet **'across subjects' platform**. The Trans-disciplinary Unit enables students & teachers of various departments and subjects to interact, collaborate and then convert the learning outcomes onto a single platform.

To achieve this, the college delivers the prescribed curriculum with a subject focus but conditions the delivery to encourage broader themes that not only impact individuals but also society and humankind at large.

The Trans-disciplinary themes are customised and are chosen from contemporary topics that include existential issues viz. Professional Ethics, Gender-related issues, Human Values, Environment and Sustainability.

All Academic courses at UG level, foundation elective and open elective courses at the PG level include a variety of concepts, events and activities that deal with the above issues.

PROFESSIONAL ETHICS

In addition to the guiding values of DSCW institution, the college has brought in a Code of Ethics towards 'research' in every area of the Institution. This has been galvanised into the very fabric of the DSCW Academia to check malpractices and plagiarism in research. This code of ethics is a vital part of every student & faculty members' life at the college. As part of the research process, students & faculty both, are encouraged to extend due credit to people, publications and organisations that contribute towards their research.

GENDER SENSITIVITY

The college plays a significant role to promote and address issues specific to gender. DSCW, has systematically raised an awareness in women and men about their rights & duties. Being a women's college, DSCW has promoted and encouraged women towards certain subjects & professions that were traditionally out-of-bounds for them. This has been achieved through a variety of mediums viz. declamation contests, essay writing competitions, nukkad-natak, self-defence training and social awareness workshops. The Legal Literacy Cell invites the sitting judges and organizes workshops every year to create awareness regarding individual legal rights.

ENVIRONMENTAL ISSUES

DSCW strongly professes and believes in the continual improvement of our environment towards a better society and humanity as a whole. As part of this belief, DSCW has instilled a few important keywords and concepts into every subject as part of the Academic Curriculum including – Green environment, reducing carbon footprint, sustainable energy initiatives, clean energy, recycling waste, bio-friendly production etc.

HUMAN VALUES

The institution has taken several steps to promote the sensitivity for human values among the students. Eminent personalities are invited to deliver lectures on human values. Blood Donation, Traffic Awareness, Health Check-up camps, workshops and seminars are organized for the faculty and students. The college celebrates the birth anniversaries of freedom fighters and other great personalities of India so that students are encouraged to imbibe the customs and traditions set by them.

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: 1.44

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
12	12	12	12	12

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

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

Response: 17.94

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

Response: 322

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 62.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
676	947	912	834	1161

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

2020-21	2019-20	2018-19	2017-18	2016-17
1399	1559	1553	1270	1494

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: 29.27

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
184	287	168	142	173

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:

DSCW, as part of its core values, believes that Diversity is a vital part of India's cultural fabric. This belief is inspired by the fact that Diversity has proven itself as a value. We take this Diversity value a step further and believe that people have various levels of learning capabilities, skills and competencies that often go undiscovered in an average student's lifetime. We endeavour to help students learn at their pace and encourage teachers to temper their academic delivery as per their pace and learning need.

How do we achieve this?

To diagnose the learners' abilities, DSCW conducts 3-step assessment formula–

- Diagnostic Tests/Pre-Assessment
- Formative Assessment
- Summative Assessment

The identification and assessment of learning levels of a student begins with the department-wise Induction Programmes arranged at the beginning of each session. During the Induction programme, teachers assess students on a few criterion viz. analytical skills, critical thinking, open mind-set, effective communication, inter-personal skills, emotional intelligence, socio-economic status, percentage in the qualifying examination, interests, hobbies and aptitudes etc. This is to assess students' learning levels. Students are then classified into 2 sub-groups-Advanced Learning Need and Additional Learning Support.

Advanced Learning Needs(ALN):

- Advanced learners are exposed to new technologies by encouraging them to participate in the research activities, to take up additional courses viz. NPTEL courses, Add-on-courses, MOOCs, ORACLE certification, Microsoft certification, and learn Tools like R-Lab, MATLAB/DELNET and Free internet facilities.
- Encouraged and facilitated to read beyond the prescribed syllabus and are given access to reference books, journals, e-resources, online study material to supplement their learning. Special coaching for entry into services and various exams like UGC/NET/JRF/SLET etc.

- Identified as peer mentors who help the mentors in classes and this inculcates leadership and responsibility in them.
- Trained and motivated to participate in various extra-curricular activities. The students exhibiting extraordinary performance are provided opportunities to participate in inter college, inter university, national and international competitions.

Catering to the slow learners needs of Additional Learning Support (ALS):

- For ALS Students, fundamentals of the subject are taught at the departmental level through extra-

classes. Their queries are cleared and their weaker areas are thoroughly worked upon. They are regularly given test exercises supplemented with professional counselling and motivation.

- Encouraged to join certificate course in Functional English to improve their communication skills and other career oriented Courses available in the college to bridge the learning gap in the existing and the required professional skills of the students.
- The mentors play a crucial role to motivate ALS Students. There exists a provision of Bridge Course in all the departments to make them learn the basics of the subjects they were not familiar with or were not good at in their previous classes.
- Remedial Coaching Classes are also conducted for the students belonging to SC/OBC/Minorities and Economically Weaker Sections.

The complete methodology followed in the institution helps in encouraging the slow learner to become an advanced learner and prepares an advance learner to avail the highest opportunities.

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: 19.1

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:

At DSCW, our Teaching & Learning framework is guided by our Vision, Mission & Values and these permeate down to all students and faculty members through an extensive induction training for every new teacher and student. This ensures diligence and uniformity of teaching & learning across the Institution. To this extent, we feel pride to compare ourselves to some of the leading National Institutions of the country.

Whereas the Teaching Process is stipulated, adhered to and audited at every departmental and sectional level, some of the advanced teaching methods & techniques that we deploy are – Student centricity, Experiential learning techniques, Participative learning and Problem-solving techniques. These methods are disseminated and imbibed using verbal, audio-visual and written mediums. Faculty members have been trained on these techniques and practice these as part of their pedagogy.

Student Centric Teaching-Learning

DSCW has instilled in its Faculty members, a continuous focus on the upgradation of their teaching & leadership skills and urges teachers to move away from only pure conventional teaching methods e.g. only lecture or classroom delivery. As a teaching approach, lectures are effective but are used as only one of the mediums amongst a variety of new ways to teach and encourage learning. One of the foremost initiatives that exemplifies our student centricity, is our Advanced Learning Needs (ALN) and Additional Learning Support (ALS) framework that aims to 'bespeak' and maximize the learning needs of individuals as opposed to, one *'generic curriculum dispensation'* for all.

In addition to this learning-level-based Teaching style, we also promote certain **'Engaged Learner Behaviours'** that include – (view doc.)

Experiential learning

As the name suggests, Experiential Learning at DSCW is a completely integrated approach to learning. With every tranche of Classroom and Conventional Knowledge that is imparted, our Faculty members are equally reinforcing that knowledge with 'real-world' examples and experiences. We do this, using the following forums, events& activities – (view document)

Participative learning

This is the best students centric method undertaken 'with' rather than 'for' students, and its process and outcomes are owned by the team, thus, increasing a sense of shared responsibility. DSCW aims at empowering students and making them shareholders in the entire process. Various participative learning activities for the students are taken up by the faculty like –

- Paper Presentations,
- Student Organized Events

Problem Solving

Problem solving has been cited as a top skill in nearly every sphere of the Private Service or Government sectors. At DSCW, we have deployed teaching approaches that help ingrain this skill in the student from the inception. We believe that this skill not only develops & enriches the student's creativity but also builds confidence in areas like - decision-making, critical thinking, reasoning, self-reliance and sufficiency. It also promotes Life Skills viz. resilience, perseverance and being goal-oriented.

Some of the initiatives that are undertaken for the students under faculty guidance are –

- Subject or Concept based Problems & Challenges are assigned to be studied and submitted as Projects
- Lateral thinking conundrums and quiz
- Ice Breaking Sessions During Class Orientations

File Description	Document
Upload any additional information	View Document

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

Response:

Learning Management System (LMS) & E – Learning Resources

- Information & Communications Technology (ICT) enabled teaching methodologies and advanced technologies are being followed by the faculty members in class rooms.
- The academic plan with budget, lesson plan, lab manuals and question banks with solution are made available at the very beginning of the semester.
- The use of multimedia teaching aids like, LCD projectors, classrooms with internet enabled computer/laptops/tablet systems in the classrooms.
- The electronic resource packages like DELNET, NPTEL, SPOKEN TUTORIAL and Digital Library are available. The faculty members effectively utilize Audio Visual aids to demonstrate the concepts to the students using the resources from NPTEL to enhance the learning experience.
- USB Hard disk containing web and video courses (offline) from NPTEL are accessible to faculty and students from the server installed in the library. These courses are the part of LMS.
- Sufficient number of books, Journals, e-journals and e-books are available in the library. The research journals are available online.
- All the departments conduct seminars, workshops and guest lectures on the new developments in their core subjects for effective teaching and learning by the faculty members and students.
- Seminar hall is equipped with multimedia facilities and ICT tools. Talks and webinars are conducted in seminar hall using ICT facilities.

Enterprise Resource Planning System

- The college has developed an integrated ERP system as a comprehensive tool for faculty, students and administrators to overcome the challenges during the process of college admissions and post admission. The entire college admission process is proposed to be digitized with the tool starting from Application, Selection, and Intimation to Admissions. The tool is an online-platform that is meant to manage entire gambit of PU/PSEB – from registration of course, registration by the faculty, allocation of courses to the faculty, student attendance, internal assessment, end-semester assessment, and conversion of marks to grades, declaration of results, grade card generation, distribution etc.
- The institution boasts of a well-stacked Library with 71354 Printed Books. It is also enriched with 27 subscriptions to national and international Journals. There are 15 computers with LAN facility, 150 CDs & DVDs, and a unique manuscript. It offers important services and interfaces like: Book bank; Reprography facility; SC/ST Book Bank; OPAC (Online Public Access Catalogue); and access to INFLIBNET/IUC.
- Library is fully equipped and fully automated through its software named LibSys. It has various modules like- Acquisition, Cataloguing, Circulation, Serial Control, OPAC etc. Stock verification and report generation is also carried out through LibSys. The entries of latest acquired books are updated time to time.
- Technology plays an important role. Computer Managed Instruction, Integrated Learning Systems, Computer Based Instruction and Computer Assisted Instruction all amplify the Teaching-Learning Environment. ICT and extensive use of Smart Boards, Projectors, Multimedia etc. virtually open up an entire gamut of the subject in a well-coordinated, vivid and illustrative manner, enhancing the

learning experience for both the Advanced and the Slow Learners but in different ways.

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

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

Response: 19:1

2.3.3.1 Number of mentors

Response: 93

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: 87.32

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: 25.73

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
31	35	36	27	20

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

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

Response: 8.03

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

Response: 755

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:

DSCW’s Student Internal Assessment is a transparent and objective framework that has been thoughtfully designed. The aim of the Internal Assessment goes beyond just grading & scoring students and instead endeavours to enable students with useful and actionable data points that allow both the student and teacher to make timely interventions and corrections towards specific areas of improvement.

The chosen method is Credit Based Assessment (CBA) for our internal assessments and is different from conventional grading & scoring mechanisms to the extent that it is more holistic in nature. In addition to their subject/curriculum related test & exam scores, the system allows for students to be assessed and credited for their participation and initiatives as a ‘well-rounded’ individual. This encourages students to focus, not solely on academic curriculum but also on their personality & skill development through-

behavioural focus, technical skill building, soft skills, physical development and real-world situations & transactions.

PREVIOUS PARAMETERS FOR CIE (Continuous Internal Evaluation)

1. Midterm Examinations
2. Class Attendance
3. Class Assignments
4. Participation and Contribution in Events and Academic Activities
5. Behavior/Conduct

The performance of the students in midterm exams, class attendance, class assignments, participation & contribution in events and academic activities, behavior/conduct, conducted during the teaching and learning process are properly documented by the concerned faculty for the consideration of awarding the internal assessment at the end of the semester.

Clear cut objectivity is the hallmark of this mechanism. Minimum credits to be obtained by a student to qualify for CBA and maximum credits permissible are clearly communicated. Thus, a meticulous mechanism is followed so that justice may be done to students and CIE does not merely become a tool of favouritism in the hands of the faculty member concerned as is seen in most institutes. Further, dedicated method is met with to ensure effective implementation of the above. Initialization begins with the fact that the evaluator (delivering end) and the student (receiving end) both need to have a deep understanding about the process, of that what is required and of that what is expected.

To ensure that the process is successfully met with, workshops/orientations are held. This is our first step towards maintaining transparency. During these workshops/orientations students are also guided on what mechanism to follow if they tend to meet with grievances during the implementation of the same.

Thus, an efficient mechanism of checks and balances is followed. While the above goes for both the issues faced, remedial classes and discussions account for redressal of problems with understanding/coping up with the new system. Mentors take special interest in providing students with all the necessary guidance. The overall implementation system is clearly depicted herein: **Ensuring efficient implementation**. (view document)

The review meetings on the system and its implementation account for continuous improvement and innovative suggestions on its implementation. Challenges are successfully tackled. A strong feedback mechanism is in place and involves all stakeholders. The IQAC periodically reviews and monitors the above process of implementation. The feedback is recorded and utilized for continuous improvement and evolution.

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:

DSCW is known for its meticulousness. DSCW understands that the examination related grievances are not merely those related to the evaluation of answer-sheets. The internal examination aspect is thus, very carefully divided into three stages and grievance redressal mechanism is present at all three stages.

- **PRE-EXAMINATION STAGE**
- **DURING EXAMINATION**
- **POST-EXAMINATION**

All the three pre-determined stages of Examination are vigilantly monitored by the IQAC. The Examination Committee is responsible for efficient management of all the requisite arrangements. It, with support from subordinates and staff, manages all the affairs right from acquiring list of eligible/detained candidates to declaration of result.

All grievances related to Examination at all three stages are primarily dealt with by them. Phone numbers for contact/correspondence are circulated. For more common enquiries like confirmation of the time of exam, exam schedule, cancellation or rescheduling of an exam etc. reception of college provides apt support. Grievances regarding detention, missing roll numbers from eligible candidates list/seating arrangement, non-issuance of admit-cards are dealt with by the Examination Committee.

Any discrepancy in the examination paper content/syllabi is reported to the Examination Committee and prompt action is taken in this regard. Use of unfair means by students is to be reported by both teachers and students but any grievance related to the same is dealt with by the examination supervisor and the Principal.

Grievance about problems/issues relating to matters such as disturbance during examination, favouritism by invigilator, leave due to emergency situation/medical issue, any discomfort in examination environment during ongoing exam etc. are dealt by the Examination Committee.

Adequate safeguard measures are taken to ensure that the evaluation is objective and systematic. Students are allowed to physically examine their evaluated answer scripts and point out the discrepancies, if any, in the presence of the teacher. Any grievance regarding erratic or prejudiced evaluation/awarding marks/totalling/CIE is redressed by the concerned teacher.

At **University Level, g**rievance regarding semester examinations conducted by Panjab University, Chandigarh is handled by the Administrative Office. During the examination, any kind of discrepancy related to the examination is timely attended to and the university is contacted for the early redressal. The students, who due to some reasons are not able to write in the examination, are provided with writers as per university examination regulations. The semester examination and re-appear schedule is communicated to the students.

The office maintains a complaint register and the efforts are made to settle the issues at the earliest. Whenever a grievance regarding non-declaration of their individual result; showing absent in the examination; non-receipt of award; wrong/non-declaration of result; issue of DMC; duplicate DMC and consolidated DMC/Degree; misprinting in the award-list; re-evaluation form, etc. is received, the letters are sent to the Controller of Examination and other Exam related branches, and hence, the grievances are dealt

in a time-bound manner. As soon as the results of the University Examinations are announced, cross-checking is done as there is a dedicated official who looks after the disposal of the students' examination related issues.

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:

DSCW aligns and defines its Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) that have been clearly stipulated in the Course Objectives defined in the Academic Curriculum. The course content for each of the Programmes form the building blocks of the Objectives and the Learning Outcomes are carefully designed & defined accordingly. These are defined by resident experts from across the senior faculty members and finally approved by the IQAC and Academic Council.

The programme and course outcomes are designed keeping in mind an Outcome Based Education model that empowers students with a clear understanding of the skills, knowledge and information that they would acquire, having completed the course. They also get a good understanding of the applicability and relevance of the course in the real-world context. These are published on the **college website**, communicated to all the faculty members and discussed in detail via the Induction Programmes organized at the beginning of each academic session. Specific reference to the POs, PSOs and COs are made by Teachers in classrooms, Labs, Tutorials and Mentoring sessions. This approach allows students to maintain an Outcome-focussed effort in their Academic pursuits and also draws their attention to the applicability of the concept in discussion, in a real-world scenario.

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 has devised specific mechanism to measure the attainment of Course Outcomes, Programme Outcomes and Programme Specific Outcomes which are as follows:

ASSESSMENT CRITERION

DIRECT ASSESSMENT METHOD – The knowledge and skills learnt by the students are assessed directly from their performance through internal assessment and external assessment processes.

Procedure for Calculation:

- Preparation of learning outcomes for all the Programmes and Courses.
- The set PO, CO and PSO are gathered from different courses.
- The target levels are set.
- Calculations are done for the attainment of the COs to POs.
- Each CO is mapped to PO to make a (CO-PO) matrix.

INDIRECT ASSESSMENT METHOD-Feedback is collected from outgoing students/alumni at the end of the course through the structured questionnaire.

ATTAINMENT CRITERION FOR COURSE OUTCOMES

The following formula is taken into consideration for achieving attainment of COs by Direct Method.

Course Attainment Level = X+Y where

X=80% of the corresponding level in External Assessment i.e. in the End Semester University Examination.

Y=20% of the corresponding level in the Internal Assessment Marks awarded on the basis of Academic performance, Attendance and Extracurricular activities etc.

For External and Internal Exam

Level	Attainment of Course at UG/PG Level
Level-0	If 0-15% students scoring equal to and more than overall class average marks in the end semester/year ending university examination
Level-1	If 15-45% students scoring…(as above)
Level-2 (target level as recommended by IQAC)	**If 45-75% students scoring….(as above)**
Level-3	If 75-100% students scoring….(as above)

Attainment Criterion for Program Outcomes

POs attainment= 80% of A + 20% of B

Where A is the outcome level (calculated on the basis of % of students obtaining marks greater than the average marks of all courses(external + internal) taken together in that programme)

B is the average of levels obtained from the feedback collected through a structured questionnaire from the

passed out students.

The various categories as approved by the IQAC of the college are as under:

Category	Attainment Level	Rating
1	Less than or equal to1	Poor
2	**More than 1.0 but less than or equal to 1.5**	**Average**
3	More than 1.5 but less than or equal to 2.0	Good
4	More than 2 but less than or equal to 2.5	Very good
5	More than 2.5	Excellent

Attainment Criterion for PSOs

Programme specific outcome is calculated on the basis of

- Average of levels of COs calculated on the basis of End Semester University Examination and Internal Assessment Marks (i.e. mean of individual course outcome)
- Average of the mean values of the individual COs for a particular Programme gives the PSOs of the programme.

The various categories as approved by the IQAC of the college are as under:

Category	Attainment Level	Rating
1	Less than or equal to1	Poor
2	**More than 1.0 but less than or equal to 1.5**	**Average**
3	More than 1.5 but less than or equal to 2.0	Good
4	More than 2 but less than or equal to 2.5	Very good
5	More than 2.5	Excellent

File Description	**Document**
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 95.7

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
651	680	830	1017	1178

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
651	688	882	1089	1278

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	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: 3.38

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 33.2

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	29.00	4.201	0	0

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: 10.64

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

Response: 10

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: 16

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
0	3	1	0	0

3.1.3.2 **Number of departments offering academic programes**

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

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:

The College believes in the philosophy of think, innovate, act and contribute. With the sole motto of creation and transfer of knowledge to the society, the institution has created an ecosystem for innovation including other initiatives.

Human Resource Development: The institution makes consistent endeavors to promote and encourage the genesis, growth and dissemination of knowledge amongst the faculty and the students. The college has to its credit the privilege of hosting distinct academic experts through FDPs, various international, national conferences, seminars and workshops in which recent innovations, trends, concerns, challenges, solutions achieved are discussed.

ECO SYSTEM FOR INNOVATIONS:

DSCW has initiated many measures in promoting research activities and created an ecosystem for innovation through centers like Incubation and other Promotional Cells/Committees. The institute has a dedicated RDC which aims at nurturing research culture in the college by promoting research activities. It encourages the faculty and the students also to undertake the research in newly emerging frontier areas of Science, Commerce, Skilled and Humanities including multidisciplinary fields. This is promoted through enhancing the general research capability by participation in conferences, seminars, workshops, project

competitions, Training programs etc.

ENTREPRENEURSHIP DEVELOPMENT CELL:

To promote an entrepreneurial mindset, institution has an Entrepreneurship Development Cell, that encourages forging a relationship between the industry and the institution. Individual department interacts with industry to ascertain its needs to fill the gap in the curriculum. The gap is filled by arranging workshops addressed by the industry personnel.

Industry institution relationship works in the following areas:

- Industrial visits.
- Field and site visits.
- Consultancy and sponsored projects.
- Interaction with the industry to understand functional challenges through applied research or student projects.
- Projects conceived by the students are used as case studies in few industries.
- Expert lectures by industry personnel for students.
- Conducting joint technical programs & events with industry

INCUBATION CENTRE

DSCW is equipped with the most efficient incubation centre (IC) where students are nurtured by getting hands-on experience in technology, business entrepreneurship, mentoring, career guidance and training for new business start-ups in fashion industry, hospital administration, beauty aesthetics, software development, and bundle of other verticals.

An Incubation Centre (IC) is indispensable part for the grooming process of students. Our alma-mater houses an Incubation Centre that provides not only skills and innovation to students, but also the motivational support backed by our faculty and industry experts. This way, our learning hub disseminates awareness in the state and establishes itself as major stopover for educational-commercial ventures. One of the main motives of our IC is to foster and promote the entrepreneurial spirit among the students by providing them a healthy environment to promote their researches and ideas.

File Description	Document
Upload any 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: 72

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
11	19	17	14	11

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

3.3 Research Publications and Awards

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

Response: 0.4

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

Response: 4

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

Response: 10

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: 0.22

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
3	6	8	5	4

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: 1.48

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
19	18	35	71	31

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:

DSCW has continuously strived to give back to the society, contributing towards its well-being in an extensive manner. Various extension activities are a constant feature with our students and employees. Community service, environmental protection/preservation, social issues and reforms, compliance to national reforms and development, and progress towards sustainable development are core areas of DSCW's extension activities. Despite varied ways, we aim to pursue our goal as one – our planet's wellbeing.

Extension activities at DSCW have helped sensitize students and staff to social issues and inculcate attitude of social awareness, accountability, responsibility and also develop organizational skills. Believing in this, the institute carries out a number of extension activities in the neighborhood community with the help of NSS, NCC, Red Ribbon Club, Community Development Centre, Eco Club, Central Association, Women's Cell, Rotaract Club, NGOs and takes necessary steps for the betterment of the society.

Students take up neighbourhood community welfare activities like;

Road Safety & Traffic Rules, Health, Hygiene, Sanitation and Cleanliness Awareness, Health Check-up Camps, Pulse-Polio, Water and Energy Conservation, Solid, Liquid and E-Waste Management, Beti Bachao-Beti Padhao, Swachchhta Drives, Cloth Bags distribution to stop use of Polythene, teaching and helping children in the slums, Whole Body and Organ Donation, Adult Literacy Programme, Gender Sensitization, Mushroom Cultivation, Rally on Stubble Burning, Save Water On The Eve Of World Water Day, Self-Defence Workshop, Dream Green: World Ozone Day, Suicide Awareness Campaign. Other drives on self-defence, distribution of sanitary napkins, community policing, instil among the student community with a sense of confidence, self-reliance and emancipation.

NSS/NCC and Central Association volunteers also organize Awareness Programmes on Voters Day, Soil and Air Pollution, Self-Employment, Adult Literacy, Eco-friendly Environment and Women Entrepreneurship. These platforms also organize Yoga Camps, Blood Donation, De-Addiction, health check-up camp, HIV Awareness Camp, Women Entrepreneurship Camp, Save Earth on the eve of World Earth Day.

The college has adopted backward villages of the district like Sher Khanwala, Chuchak Wind, Ferozeshah, Hardasa and Walhoor (adopted under the Centre Government Unnat Bharat Abhiyan scheme). A Computer Centre, Stitching and Embroidery Centre, Beauty & Well Being Centre have been set up in the ‘Panchayat Ghar’. The women of the village are working in the centre to eke out a dignified living for their families. Students experience the challenges and try to resolve issues during such social activities.

These social outreach activities brought a great impact on the holistic development of the students as they come across different categories of the people and they understand their living standards. These activities help the students to understand real-life problems, the dignity of labour, and help them in developing team spirit and self-confidence. We also sensitize the students to the various social issues and social responsibilities, which in turn help them in their holistic development as responsible citizens with moral values.

File Description	Document
Upload any 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: 0

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
0	0	0	0	0

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

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: 24

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	4	4	5	5

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

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

Response: 12.33

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
322	212	260	276	374

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

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

Response: 167

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
49	5	46	33	34

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

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

Response: 12

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
1	1	3	5	2

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

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:

Dev Samaj College for Women, Ferozepur City which is India's No.1 College (2013-14) with the status of Potential for Excellence, College of Excellence by UGC and Role Model College of Panjab University and having Star Status by DBT, Ministry of Bio Technology in Science is affiliated to Panjab University, Chandigarh. It is spread over 25 acres. It is endowed with attractive lush greenery campus that protects the campus from the vehicle pollution that surrounds it. It caters to the academic and professional needs of girls not only from Ferozepur and adjoining rural areas but also from different states of India. This is one of the oldest women institutions established in 1934 by Dev Samaj Society. Since then, it has been making strides in terms of academic and infrastructural up-gradation, which has enabled it to emerge as a forerunner in women education and empowerment.

Learning Spaces –

Physics Department–08

Optics Lab 1

Optics Lab 2

Electronics Lab 1

Electronics Lab 2

Mechanics Lab 1

Mechanics Lab 2

Material Science Lab 1

Material Science Lab 2

Chemistry Department – 06

Organic Lab 1

Organic Lab 2

Physical Lab 1

Physical Lab 2

Inorganic Lab 1

Inorganic Lab 2

Botany Department

Museum and Herbarium Lab.

Photochemistry Lab

Plant Physiology Lab

Central Instrumentation Lab

Zoology Department

Vertebrate Lab

Invertebrate Lab

Entomology Lab

Physiology Lab

Bio Chemistry Lab

Histology Lab

Research Lab

Mathematics Department

Mathematics Research Lab equipped with 25 computers with MATLAB, SPSS software

Computer Science Department

1. Programing Lab
2. Network Lab
3. Data Base Lab
4. Web Designing & Multimedia Lab
5. Open source lab
6. Research IT Lab for Resident Students
7. Client Server Network Lab

History Department

Museum

Commerce Department

IT Research Lab

Fashion Designing Department

Textile Lab

Stitching Lab

Sketching Lab

I.T. Research Lab

Cosmetology and Health Care Department

Panchkarama Lab

Steam Bath Lab

Technology Lab

AV Lab

Facial Lab

Manicure/ Pedicure Lab

Wet Hair Lab

Make up Lab.

Multipurpose Lab. 01

Multipurpose Lab. 02

Research Lab

Functional English Department

Communication Functional English Lab equipped with Lingua software

Hospital Administration Department

Hospice Lab

IT Research Lab

Agriculture Department

Agriculture research Lab.

Home Science Department

Food and Nutrition Lab

Textile Lab

Research Lab.

Music Labs.

- 01 spacious Lab
- 02 Labs

Fine Arts Labs.

- 02 Labs

Auditorium/Common Room

Multimedia AC Auditorium with the capacity of 350

AC Hall with the capacity of 400

AC Hall with the capacity of 500

AC Common Room with the capacity of 200

Library:

- Triple storey central fully automated Digital Library and ICT facility.
- Independent Science Library

Classrooms

- 28 classrooms
- 02 Virtual classrooms
- 09 smart classrooms
- 20 classrooms with wifi/projector

Internet, Wi-Fi :

- 100 Mbps dedicated leased line and 200 Mbps Fibre Optical Internet facilities are available to cater to the academic & research needs of the Campus.
- The institution is completely Wi-Fi enabled.

- The campus is under video surveillance with 79 CC cameras

Sports Department

- Health Centre

Since 1992 an amount of more than 90 crore rupees was spent towards infrastructure and learning resources.

File Description	Document
Upload any additional information	View Document

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

Response:

Keeping in view the importance of sports, yoga and cultural activities and their role in students' health and personality development, the college offers immense opportunities and resources (Physical and Financial) to the students. DSCW has also made immense contributions in the field of cultural activities as well.

Dev Samaj College for Women, with a plinth area of 8093.71sq.m facilitates both indoor and outdoor sports.

The outdoor games include Kabaddi National Style, Kabaddi Circle Style, Athletics, Volleyball, Kho-kho, Tug-of-War, Badminton, Handball, Netball, Korfball, Athletics and Ball Badminton.

Athletic Track has space for all field events like Running, Running events include: sprints (100m, 200m, 400m), middle distance (800m, 1500m), long distance (3000m , 5000m, 10,000m) hurdles (100m, 400m), relays (4x100m, 4x400m), Jumping-Jumping events include: Long Jump, High Jump, Triple Jump, Throwing; Throwing events include: Discus, Shot Put, Javelin, Hammer Throw and Walking Event; Race walking is a special long-distance race event in which the participants walk as fast as they can, while they are expected to maintain good form.

Indoor games include Badminton, Table Tennis, Judo, Wrestling, Taekwondo, Boxing, Wushu, Chess Board, Carom Board, Gym with latest equipments and rest rooms for Players. The Yoga club in the college provides training of the yoga to the students and organizes various workshops for holistic development of the teachers and students.

The following infrastructure facilities are available in the campus –

Auditorium	01
Common Room/ AC Halls	03
Play Ground	02
Stage	02

Multipurpose hall	01
Gymnasium	01

Cultural Activities

- DSCW is committed towards holistic development of students and spends more than 25 lacs every year to promote the cultural activities. A large number of diverse cultural activities are organized by the Institute on regular basis.
- There are two well maintained auditoriums with the capacity of 300 and 500 respectively, one AC theatre room with the capacity of 300 and one AC Common Room where the students can do practice during the college and after the college hours.
- Two huge open air stages are also available for conducting cultural activities. All the cultural events during the mega PU Youth Festival, take place on these stages.
- DSCW has its own sound system which facilitates the students for conducting practice of various cultural events. The Institute has a Music Club to encourage students to pursue their hobby in music. It also has three well equipped music labs.
- The Cultural Activity In-charge of college coordinates all the cultural activities. The information about various competitions in other colleges and Universities are communicated to students through display on the notice boards/WhatsApp groups.
- Students are encouraged to take part in various competitions such as debate, elocution, paper presentations, fashion shows, solo and group dance, singing, skits, quiz, personality contests, etc.

On the basis of their performances and achievements, the students are bestowed with university color as best actress, best dancer, best singer, best speaker, best poet and best instrumentalist award. During the last five years DSCW has won Vice Chancellor Trophy four times consecutively.

File Description	Document
Upload any additional information	View Document

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

Response: 52.46

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 32

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

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

Response: 31.96

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
44.37	49.18	144.081	214.88	251.66

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 library is fully automated with LIBSYS 4.0 version and the entire collection of the library can be browsed through the IP address **http://103.223.10.71:8080/jopac/html/SearchForm** the intranet.

Name of ILMS software	Nature of automation (fully or partially)	Version	Year of Automation
LIBSYS	Fully	LibSys 4th Version	The automation work in the library was completed in College purchased this new software named LibSys and transferred on this new Software. Some retrospective co done on this new software.

- Library is one of the most important and integral parts of the learning- resources available at any educational institution. The library facilitates the work of the teacher and ensures that each student has equitable access to the available learning resources.

- DSCW is proud to host not one but two Libraries in its campus. One is the Central Library which was established in 1934 since the inception of the college and the second library is an additional state of art asset for the renewed, renovated and revamped Science Block.
- The library houses an enormous collection of 71354 printed books from recognized publishing houses, 269 rare books, DELNET facility and INFLIBNET facility, 08 lakh E-books, 6000 titles of E-journals, and around 20 databases like- JSTOR, EBSCOHOST, Pro Quest, MedLine etc. The library has the subscription to 27 printed journals, 07 magazines and 10 daily Newspapers. It is the only library in the region to have the proud privilege of being a host to a great collection of manuscripts and rare books. Around 150 users including students and faculty members on an average are physically using the library per day. Further, around 10000 books are circulated from the library every year. Spacious reading room for students and separate room for faculty members are also there.
- The Science Block Library was established in the year 2012. It houses an enormous collection of 10221 printed books from recognized publishing houses, 32569 e-books, 721 titles of e-journals, and around 20 databases like- JSTOR, EBSCOHOST, ProQuest, MedLine etc. The library has the subscription to 21 printed journals & magazines and 03 daily newspapers. Around 80 users including students and faculty members on an average are physically using the library per day.
- Further, around 5000 books are circulated from the science library every year.
- The library has its own computer section having 08 computers with Wi-Fi facility in which bibliography details of all books and bar coding has been done.
- The library has a research lab having 15 computers for research work.

Both the Libraries are fully equipped and fully automated through the software “LibSys”. It has been continuously updated with the latest versions since the date of its purchase in 2012. It has various modules like- Acquisition, Cataloguing, Circulation, Serial Control, OPAC etc. Stock verification and report generation is also carried out through LibSys. The entries of the latest acquired books are updated from time to time.

File Description	Document
Upload any 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: B. Any 3 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: 4.52

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
0	1.10	9.48	0.75	11.27

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: 2.65

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

Response: 50

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:

There has been a paradigm shift in technologies and teaching aids like Blackboard to Green/White board to Wi-Fi enabled smart interactive board, Print material to electronic material, the college has updated its IT infrastructure to cater to the needs of the students ensuring effective and outcome based teaching-learning. The IQAC of the college takes feedback every year from the IT Engineer of the college on the existing IT facilities, quality of services and future requirements. After reviewing this report, necessary actions are recommended to the college administration. The college has been making consistent efforts to improve upon IT infrastructure and facilities as per the requirements.

All the smart-boards have been connected with Internet via LAN/Wi-Fi so that faculty, while teaching, can access Internet for deeper and wider knowledge. The whole campus is on Wi-Fi network having lease line of 100 mbps. Biometric attendance machines are also connected with Wi-Fi. All the computer labs have been upgraded with the latest hardware and software along with printing, photocopy and scanning facilities. Latest B/W and Coloured printers and heavy duty photocopy machines are available for speedy printing of the documents maintaining quality. Libraries are online, and the central Library is fully automated with LibSys 4th Version enabled support available 24x7 on Internet and has strong Learning Management System. The college library has a separate enclosure for students to work on computers for accessing e-resources. The Administrative offices have been provided improved hardware and software supports so that the connectivity is seamless.

Computers

With the introduction of computer programmes, the college has provided Core i3 and Core i5 computers in all the labs and two virtual class rooms. However, the college gradually substituted standalone computers with guided and unguided network system. These facilities are also available to students beyond college hours for the preparation of seminars and research projects.

Servers

In the beginning the labs had no servers and were functioning on standalone/ peer to peer networks. Now the College has servers and Cyberoam facility which helps in web filtering and application visibility that prevents indiscriminate surfing by blocking direct access to inappropriate websites.

Monitors

Earlier, the labs were having bulky CRT display monitors and some LCD Monitors that occupied more space with less efficiency and were beaming radiation and, therefore, were non-efficient energy entities. However, these were replaced by all LED monitors that are compact, eco-friendly and generate less radiation.

Black Boards

The class rooms in the college earlier were having black boards. These boards had been replaced by green and white boards. Gradually these whiteboards were also replaced by Wi-Fi enabled Digital Smart

Interactive Boards.

Office Automation

Every effort is being made to digitize the administrative processes in a bid to make it paper-less facility. The college office installed customized software Campus Analyzer and ERP System for digitalization of students database. At present the college has upgraded this to the ERP system to which all students and faculty members can access.

File Description	Document
Upload any additional information	View Document

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

Response: 4.79

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 29.31

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
59.50	99.66	162.66	184.33	52.79

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:

Well-written policies and *procedures* can help boost institutional accountability and transparency and act as indispensable factors for quality improvement. Such procedures are considered to be the 'heart and soul' of quality of the institution. The Governing Body and the Principal ensure the availability of latest equipments and up-to-date infrastructure in the institution. The college Development committee involves its appointed people to provide a safe, functional, clean and scenic campus environment for students, faculty, staff and the visitors. There is a systematic procedure for the purchase as well as maintenance of these infrastructural facilities including all sorts of equipments. Standard Operating Procedures (SOP) are available for maintaining and utilizing physical, academic and support facilities as listed below:

1. S.O.P - General Maintenance
2. S.O.P - Computers and Networking maintenance
3. S.O.P - Electrical equipment maintenance
4. S.O.P - Mechanical maintenance
5. S.O.P - Civil maintenance
6. S.O.P - Stock Verification

(Detail in view document)

- The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants received by the college as per the requirements in the interest of students.
- Infrastructure related problems are attended promptly by the maintenance staff under the supervision of the officer deputed by Office Supdt. A series of process maps and SOPs have been developed for maintenance and various purchase activities connected to infrastructural maintenance.

- The supervisor also coordinates for disaster preparedness (like fire, earthquake, etc). He is responsible for conducting mock drills with staff and students for disaster preparedness. Apart from the indoor facilities, he also sees to the maintenance of the outdoor areas such as- playgrounds, parking areas, lawns, gardens etc.
- The maintenance of buildings, classrooms and laboratories is monitored by Supervisor. The person deputed by him works with a group of maintenance and support staff to ensure that the buildings,

equipments, and all other infrastructural facilities of the College are continuously kept in good condition. It is his responsibility to ensure the cleanliness of the facilities and the surroundings.

- A strong contingent of personnel associated with the College Development unit has been appointed on permanent basis for the maintenance of the premises. The entire team takes care of operations, maintenance and upkeep of the facilities in the premises.
- Some facilities like House Keeping, Cooking, Laundry etc for Resident students are outsourced to professional agencies.
- Mechanized cleaning of roads, spraying of Mosquito repellent etc. is done in each building on the campus, including classrooms, labs, seminar halls, playgrounds etc., and is attended/supervised by the supervisor of the Maintenance Team.
- The Institute is well barricaded with boundary wall with security guards guarding the campus placed at all important locations. The surveillance of main gate is provided with CCTV 24*7.
- The security of the Hostel campus is monitored by security guards. Every hostel has separate security guard and helping staff. With this arrangement, the campus is safe & secure.
- As a policy, faculty members, staff, lab assistants, drivers and other service personnel are given responsibility to maintain the equipments under their supervision and report to the Office Supdt, if additional maintenance assistance is required for those equipments.
- Any incident beyond the scope of SOP is reported to the Principal who assigns the task to a team of capable and dedicated maintenance personnel within the campus itself.
- External equipment manufacturers are referred to when efforts within the College fail.
- The College has AMC with relevant agencies for maintenance of computers and other electronic devices.
- There are Teacher in-charges of computer centre, Library, Labs etc, who look after the maintenance of their respective field. We have Central Library along with departmental libraries. The Library staff regularly monitors the condition of the library stock, maintains rare books collection, and records of the books. The Library in-charge monitors all the purchases.
- In addition to the above, the staff Assistants and attendants help the students in searching for the books in the library.
- The proper account of visitors (students and staff) on daily basis is maintained in the Library.
- Other issues such as weeding out of old titles, schedule of issue/ return of books etc are chalked out / resolved by the library committee on regular basis.
- To ensure return of books, ‘no dues’ from the library is mandatory for students before appearing in exam.
- The Sports department is very active and committed. They encourage students to participate in various sports activities, along with training and coordinating various sports in the college.
- The department is facilitated by the physical education directors to educate the students. The marker of the department makes the play field ready for the students by marking the ground and providing the play kits.
- There are various committees in the college which are dedicated to the maintenance and upkeep of the infrastructure.
- To upkeep all facilities and cleanliness of environment in Girls’ hostels, there is a Hostel Monitoring Committee.
- Overall development of campus is done by Campus Discipline and Cleanliness Committee of the college.
- Regular cleaning of water tanks, proper garbage disposal, pest control, landscaping and maintenance of lawns are done by college peons.
- College campus maintenance is monitored through regular inspection.
- Students are sensitized regarding cleanliness and motivated for energy conservation by careful use

of electricity in classrooms.

- A complaint register is maintained in office in which students as well as faculty can register their problems which are resolved within a set time frame.
- There are technicians, masons, plumbers, carpenters deputed by management who ensure the maintenance of classrooms and related infrastructure.
- Day to day maintenance is ensured by the support staff under the supervision of the supervisor.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 2.05

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
04	20	54	60	142

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: 21.47

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
679	559	366	320	475

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

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

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

Response: 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

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: 44.7

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
579	914	1136	1385	1441

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: B. 3 of the above

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

5.2 Student Progression

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

Response: 3.79

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
35	17	28	54	28

File Description	Document
Upload any additional information	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: 98

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

Response: 638

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: 65.4

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
16	31	51	116	34

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
40	56	72	125	50

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: 44

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
5	2	4	23	10

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

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

Response:

The institution has always understood and adopted the values of decentralization, involvement and contribution of the students in decision-making in various academic, administrative bodies and committees of the college. Students are given opportunities for active representation in various Department Associations/Clubs and they are the driving force to organise various activities. Further, they are nominated/enrolled in various committees/ fora /societies in the college to ensure maximum student participation so that the policies and practices adopted have due consideration to the students' needs and are students' centric. This helps in updating their knowledge in areas of diverse domains.

DSCW has an active Students' Council which provides the students a platform to share their ideas and an opportunity to sharpen their leadership skills along with inducing feeling of responsibility. It comprises Head Girl, Vice Head Girl, Secretary, Joint Secretary and five Executive Members. The Class representatives and the office bearers are elected directly at the class level. This enables the students to have basic knowledge of the democratic and electoral system of our country. They represent students' grievances to get them redressed through the Grievance Redressal Cell and the Principal. The Principal frequently meets the students' council.

The participatory mechanism facilitates the student's representation in various academic and administrative bodies/committees. These include,

Internal Quality Assurance Cell (IQAC): Student representatives are nominated for this cell who participate in the decisions regarding the quality initiatives of the institute.

Women Welfare committee: The girl students from the final year are made part of the committee to address issues on women welfare.

Library Committee: Student representatives are nominated for the library committee to address the issues on procurement of new titles, issue and renewals of the books and any additional material required

Sports Committee: Student representatives give valid suggestions for the sports activities within the institute and also address the adequacy of the infrastructure and other facilities.

Canteen Committee: The quality and hygiene of the canteen is monitored by student representatives along with the other nominated faculty members. They visit the canteen frequently and collect feedback from peers and also continuously monitor the quality and quantity of the food served.

Hostel Committee: The hostel committee plays major role regarding food quality, hygiene and other general facilities. It also voluntarily monitors day to day activities and brings the shortcomings, if any, to the notice of the warden immediately.

Fest Organizing Committee: All the fests are organized and executed by the students. Student clubs actively take part in hosting the events and make them a grand success.

Editorial Board, Chatak: The annual magazine consists of various academic and extracurricular achievements along with the display of the talent of the student that sees the light of the day through story writing, poems, articles etc.

ECA/CCA Committee: Student clubs like Literary club, Music club, Creative Arts Club, Dramatics club, Dance club, Photography Club, Fine Arts Club and Punjabi Dance Club are involved in this committee.

Women Cell and NSS/NCC/YRC Committee:

Class Review Committee (CRC):

(For details kindly refer view document file)

File Description	Document
Upload any 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: 44

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
20	49	53	48	50

File Description	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:

DSCW is not merely an institute but a very strongly bonded family. DSCW emotionally binds its students to make a special effort to establish a relationship with the students in a rewarding manner as they are our assets. We nurture each one of our student like parents nurture their kids – as our very own. So, the alumnae of DSCW never say goodbye. They regularly return and whenever they do, it is like a homecoming, always.

The Alumnae Association of the college with the Motto- “Reunite, Renew, Reflect”, was established in 1992. The institution meticulously maintains a database of its alumnae and hosts an online registration facility for the alumnae on the college website. DSCW takes pride in having its alumnae placed on dignified positions as IAS officers, Administrators, Doctors, Principals, Sports Women, top most Entrepreneurs, Scientists, Lawyers, Judges, Artists etc. list is thus unending.

DSCW feels extremely honoured of its sports alumnae like Ms. Randeep. In 2018, she represented India in Kabaddi at Asian Games held at Jakarta and won a silver medal. She was awarded one crore rupees by the state and centre government.

The alumnae contribute to the college for its development significantly in innumerable ways that cannot all be summed up but be broadly mentioned:

NON-FINANCIAL SUPPORT

As Brand Ambassadors:

They spread our fragrance where ever they go. They are our live advertisements and proof of quality being delivered at DSCW.

As Human Resources:

We consider our Alumnae as our prime human resources. They are our first choice when it comes to employing new talent.

Curriculum Development/Improvement/Quality Enhancement:

Alumnae serve in different statutory bodies like IQAC. Being the members of IQAC they give feedback for effective implementation of the curriculum and help us rediscover the curriculum from the industry point of view.

Industry–Academic Connect:

Our alumnae from the industry serve as a bridge between the institute and the industry.

Resource persons:

Alumnae render their services as resource persons, speakers during conferences, seminars, orientation programmes and guest lecturers.

Placements: The Alumnae network of our college is one of the most reliable sources of placement opportunities to our new students.

Networking: Alumnae network by itself is one of the best professional networking platforms available today.

Career Guidance: Alumnae association is a huge talent pool whose guidance can be beneficial to many students and other fellow-alumni in their respective areas of study.

Feed-back: Since alumnae are not physically present in the campus, they offer a very suitable source of neutral and uninfluenced and informative feedback.

Mentor: Many alumnae give their time and emotional support, provide mentorship to our less privileged students and advanced learners.

FINANCIAL SUPPORT

Sponsorship: Our affluent alumnae contribute and sponsor the education of some of our economically weak students.

Raise Funds: The alumnae association helps in raising funds for various activities and projects of the college.

Financial Aid: Financial Aid is often received from our influential/affluent alumnae on various occasions/matters/projects/otherwise.

File Description	Document
Upload any 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:

GOOD GOVERNANCE

Vision

To create a stimulated working environment best suited to students/stakeholders and to benefit the establishment of mechanism of governance which is democratic and decentralised in every sense; delivering in an efficient and effective manner; deriving strength from the active and accountable participation of all the segments in a manner that is not enforced but responsive and arriving at transparent, consensus oriented decisions that are equitable and inclusive in every manner.

Mission

- Autonomy as the best guarantee of quality.
- Academic freedom and high-quality research, scholarship and teaching.
- Protecting the collective interests of the students.
- Publication of accurate and transparent information that is publicly accessible.
- Accountability towards stakeholders.
- Giving equality of opportunity and diversity throughout the institution.
- Highly congenial work environment and approachable administration/management.
- Strong adherence to ethical values, selflessness, integrity, objectivity, accountability, openness and honesty.
- Shared understanding between the Administration, Management and Supreme Body.
- To Display deep social, cultural and ecological sensitivity.
- Decentralization and dissemination of power and authority among administrative committees, academic committees and subject societies but with a sense of shared responsibility.

PROSPECTIVE PLANS

Vision

To establish a world class, one of its own kind of academic environment for the education of women, providing them with a globally competing platform of education that is emancipating in the sense which enables them to become self-reliant, confident and ethically strong human beings carrying a comprehensively all rounded personality growth; internationally viable but culturally sound.

Mission

IQAC is the apex decision making body which is instrumental in building a transparent and participatory model of governors. Keeping in mind the vision and mission, IQAC has prepared the following

parameters to prepare prospective plans based upon the quality determined by NAAC.

- To maintain and enhance our already achieved standards of excellence.
- To keep a vigilant eye on the best available practices in education and come up with self-created innovative practices that aid student development.
- To pursue those projects rigorously which were lying pending with the UGC after making desired/required structural changes.
- To engage the best faculty and resources.
- To aim at standards and procedures that are internationally competitive and acceptable but adhere to government policies.
- To maintain high quality in standards promoting well-rounded development.
- To further strengthen our skill-based courses by introducing a variety of new options, revising our curriculums, engaging more industries and providing incubation for maximum students.

PARTICIPATION OF FACULTY IN DECISION MAKING BODIES

Vision

To encourage a setup which promotes participative Decision Making, enhances Faculty's sense of belongingness, empowerment and job satisfaction aiming at shared responsibility and accountability.

Mission

- To maintain good organizational health via internal autonomy practices.
- To facilitate efficient decision implementation via faculty involved decisions, giving them a sense of being a part of the system.
- To further increase involvement of Faculty from the already existing involvement at various levels.
- To continue with the practice of faculty being responsible for initiation and mobilization of various facilities.

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:

At DSCW, in line with our Vision, Mission and Values, we believe that we are a group of individuals who are motivated & inspired towards our goal of making DSCW a world-class educational institution. We believe that the path to achieve Excellence is deeply rooted in our stakeholders viz. our students, faculty, staff, benefactors, beneficiaries, academia and industry leaders.

We believe that each member of DSCW is a Leader in his/her own right. It is the participative contribution of 'the many' that leads to the success of 'the collective'. In line with this belief, at DSCW we encourage the concept of 'distributed leadership' which exemplifies the principle of decentralization.

The DSCW Governing Council is the supreme body that is responsible for the overall strategy for our Institution. The Strategy is then broken down into a set of 'Functional Areas' that need focused attention from smaller bodies of experts, leaders and executors. These Functional Areas then become the 'areas of improvement' and each body manages these areas with the intent to not only manage it but instead, infuses the area with the best practices and meritorious processes that allow them to function seamlessly. This is achieved by designing, creating and operationalizing our chosen actions through smaller entities viz.

1. Committees
2. Cells
3. Departments
4. Councils
5. Advisory Boards and
6. Subject Matter Experts (SMEs)

Leadership and participants for each of these entities are chosen/nominated from our stakeholders based on their interest, expertise and experience. This allows DSCW Management to 'decentralise' decision-making, improve efficiency & time for execution of those decisions and encourages a focused Quality approach towards that specific functional area.

Each entity is designed and empowered using a pre-defined set of 'Criteria for Success' and 'Desired Outcomes'. It is built as an autonomous body that can take independent decisions firmly grounded and guided by Financial, Operational and Academic guidelines/policies.

Participation from students, faculty, non-teaching staff and other stakeholders allows each individual to take ownership and accountability for the goals of the Institution. This fosters teamwork, responsibility, organizational and leadership skills at DSCW. Participation at all levels allows the cross-pollination of ideas and increased engagement & collaboration within the Institution.

Financial Compliance & Regulatory diligence is achieved through – periodic reviews, process checks & balances, random audits and deep engagement by the Executive Leadership.

Illustration: Decentralised Organisation Structure (view Doc.)

Case Study: Establishment of DDU Kaushal Kendra at DSCW

During this process each and every part of the organization came together to help in establishing and implementing the skill-based courses in the institution. The role of the management for idea conceptualisation, involvement of the IQAC department, all the HODs, stakeholders, Academic Council, Examination Committee, Training and Placement Cell Committee, Finance Committee, Infrastructure Committee, Publicity and Public Relations Committee, Purchase Committee and B.Voc. Admission Committee, Panjab University, University Grants Commission were involved to deal with the variety of different aspects that needed to be taken care of. Not only this, each involved member was found

enthusiastically working day in and day out so that related charge could be best dispensed with.

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:

DSCW provides an environment that encourages and celebrates academic excellence, individual initiative and responsibility as students make progress towards their educational goals. It outlines the commitment to academic performance expected of all students. The major goal of this function is to reach the zenith of "Excellence" that can be achieved through the disciplined pursuit of effective educational practices. The college ensures that the students become successful professionals in their respective fields by nurturing among them the seeds of excellence and leadership.

- Builds excellence in the educational system to meet the knowledge challenges of the 21st century and increases competitive advantage in the fields of knowledge.
- Designs curriculum related to the skilled knowledge and incorporates the anticipated future developments.
- Increases Interdisciplinary interactions among faculty and students and outside world on the upcoming technologies and the changing needs of the society.

Under the leadership of the DSCW Governing Council, the entire Leadership organization of the College conducts an Annual "Strategic Quality Planning" (SQP) exercise. In addition to the College leadership, the IQAC is the foremost guiding & contributing force to this exercise. The council decides upon the major strategic & tactical thrusts required to propel the performance of the college forward. (the illustration in view document describes the SQP process).

Example of 'Execution & implementation of Strategic Plan for attaining the status of College of Excellence by UGC:

Desired Outcomes:

DSCW attained NAAC Grade 'A' status in 2004. Taking the legacy further in 2010, the college received the status of 'Potential for Excellence' from UGC. In 2013-14, DSCW was awarded a CGPA of 3.75/4 by NAAC (the highest score ever awarded by NAAC to any college under Panjab University till date). On the basis of these awards, status and Quality achievements - in 2015, DSCW was further awarded 'College of Excellence' status by UGC. The SQP for 2013-14 clearly prioritized the Primary goals of –

1. 'College of Excellence' status from UGC and

2. A minimum NAAC Accreditation Score of 3.55.

After a thorough review & verification of our application at Panjab University, DSCW was the only College amongst 50 other applicants, whose application for ‘College of Excellence’ forwarded to the UGC by Panjab University, Chandigarh.

The Screening Committee at UGC then invited DSCW for the interface meeting on 16.05.2016 at their office in New Delhi. Members of the DSCW leadership were screened, questioned and interviewed regarding the application. Finally on the basis of quality education, UGC awarded the status of ‘College of Excellence’ to DSCW on 31.01.2017.

In addition to this desired outcome from the SQP process, we were also awarded ‘Star Status’ for our Science Department by DBT (Department of Bio-Technology), New Delhi.

The multi-pronged effort (described in the Illustration above) was flawlessly executed by the College leadership and staff and we achieved both our goals. The objectives, strategies & tactical plans were executed utilizing the SQP process.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

The organization has a well-structured administrative setup with Governing Council as the highest decision-making body and 27 other functional bodies and committees. The administrative setup is provided in the organogram in the link for additional information. The functions of various bodies are given in the additional information.

1. Governing Council
2. Academic Council of the college
3. Finance Committee of DSCW
4. IQAC
5. Research Advisory Board
6. Purchase Committee
7. Examination Committee
8. Library and Information Resource Centre Committee
9. Grievance Redressal Committee
10. Anti-Ragging Committee

11. Women Welfare Committee
12. Disciplinary Committee
13. Editorial Board, Chatak, The Annual Magazine
14. Central association and Youth club committee
15. Sports Committee
16. Training & Placement Committee
17. Hostel committee
18. Alumni Coordination Committee
19. Industry Institute Interaction Committee
20. Canteen Committee
21. RTI Committee
22. Sexual Harassment Committee
23. SC & ST Cell
24. Minority Cell
25. Internal Compliance Committee
26. OBC Cell
27. Anti Drugs Committee

Service rules, Procedures, Recruitment and Promotional Policies:

- The Institute has a set of well-established rules, policies and regulations within the frame work of UGC/ Panjab University and State Government. The following documents are published and are made available in the institute library and in all departments to create awareness among the employees and students. The copies of the institute Administrative Manual containing service rules, Procedures, Recruitment and Promotion Policies are circulated among all the staff (both Teaching and Non-teaching) for their information.**The service rules, procedures, recruitments are attached with additional documents.**

The promotional policy of the college and DSCW is impartial and transparent. They follow the PBAS of the UGC for the promotion of the teachers. At the college level, the IQAC committee helps the teachers for obtaining the promotion under Career Advancement Scheme. The recommendations of the respective teachers are forwarded to D.P.I(C) Punjab for the approval of the promotion to Senior Scale, Selection Grade/ Associate Professor. Reports of the members of non-teaching staff are signed by the principal, and forwarded to the D.P.I. (C) Punjab for further promotion to higher positions. **(Promotion policy of UGC/P.U./DPI attached)**

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	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
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:

The Institution provides effective welfare measures to both teaching and non-teaching staff. All statutory welfare measures are implemented. Various monetary, non-monetary measures towards personal and professional growth are being followed to the satisfaction of the employees. Welfare measures provided include:

- As per the norms of D.P.I.(C)/Panjab University/UGC, 6th Pay commission recommendations have been implemented.
- Employees are covered under EPF and Gratuity.
- Study, Maternity and Medical leaves are sanctioned for the staff.
- Vehicle and Laptop loans are provided for both teaching and non-teaching faculty.
- Financial support for presenting papers at National/International conferences/seminars/workshops.
- Job on compassionate basis to family members in case of sad demise of employee.
- Incentives for outstanding research work.
- Performance based Incentives.
- 100% Fee concession for wards of faculty studying at DSCW.
- Festival Advance.
- Financial Assistance in special cases like Critical illness.
- Promotion to Non-teaching under CAS scheme.
- Promotion to outstanding faculty.
- Full time Medical facility with qualified Doctor and nurse are available in the institution.
- Sports, gym and yoga facilities are provided for staff and family.
- ATM/SBI Branch facilities are available in the campus.

- Facilities for the teaching and non-teaching staff also include the DSCW State Bank of India branch, ample parking facilities, computer centre, canteen, co-operative stores, staff quarters, medical facilities, intercom, internet, telephone, audio-visual rooms and auditorium for the staff to have social functions.
- The management is co-operative and always ready to give financial assistance to the staff in times

of distress.

- In-campus Faculty Development Programmes.
- Elaborated retirement ceremonies to honour the contribution and service of the faculty member towards the institution.
- Autonomy and Participative Decision Making.
- Allocation of independent finance/budget for development of respective Departments/offices when college receives a grant and autonomy in disposal of the allocated funds.
- Free of cost semi-furnished and well-maintained residence for faculty within the college complex.
- Duty leave with pay and allowances for Seminars, Workshops, Conferences etc.
- Leave with pay for Orientation/Refresher Courses.
- Leave for FDPs and Ph.D with pay.
- Very hygienic, Eco-friendly Staff-Rooms/Offices with attached bathrooms
- Personal Cupboards allotted.
- Clean filtered drinking water dispenser for both hot and cold drinking water through-out the day.
- Special designated areas for staff in College Canteen.
- Free of cost food for Faculty in the College Mess.
- Earmarked spaces/offices with infrastructure, stationary and equipment also allotted to teaching faculty handling additional charges.

Sr.No	Academic Year	Amount of welfare for Teaching and Non-Teaching staff in Rs
1.	2013-14	Rs.1,55,130/-
2.	2014-15	Rs.1,32,736/-
3.	2015-16	Rs.2,85,273/-
4.	2016-17	Rs.2,70,188/-
5.	2017-18	Rs.3,21,646/-
6.	2018-19	Rs.2,20,800/-
7.	2019-20	Rs.2,15,400/-

File Description	Document
Upload any 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: 15.93

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
4	23	19	27	24

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: 0

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
0	0	0	0	0

File Description	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: 18.25

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
18	31	48	5	5

File Description	Document
Upload any additional information	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:

To attain and sustain the quality parameters for the development of the institution, it is necessary that the policies, practices and programmes are executed in true spirit and with full zest and zeal, both by the two crucial stakeholders- the teaching and non- teaching staff in the strategic planning and execution. College has well defined and structured mechanism for performance appraisal system for Teaching and Non-Teaching staff. Every employee's performance is assessed after the completion of one year of service. Systematic evaluation of the performance of employee is done to understand the ability of a person for his/her further growth and development and it encourages the staff to keep working efficiently and strive hard to attain new goals in various areas of academics and administration.

There are different parameters to assess the performance of Teaching and Non- Teaching Staff. For teachers, Performance Based Appraisal is based on self-review, Peer Review and feedback from students. The annual assessment of the performance of the teaching staff is made through collection of information from teaching faculty in two different proformas, one as per the norms of the UGC and affiliating University generated Proforma known as "Annual Self Assessment for the Performance Based Appraisal System" which requires information under **4 categories as per the UGC/NAAC**, namely Teaching-Learning Evaluation related activities (Category-I), Co-curricular, Extension, Professional Development related activities (Category-II), Research Publications and Academic Contributions (Category-III), Summary of API Scores (Category-IV) and the other proforma provided by the DPI (Colleges), Punjab referred as "Form of Annual Confidential Report" (ACR). The faculty has to indicate their competence in terms of various parameters mentioned there in the Proforma. The self-appraisal proforma also retrieves the information regarding the reasons for under-performance and invites suggestions for enhancing the performance. These parameters range from qualitative and quantitative (results) parameters of teaching, contribution made to various activities as membership or their role as convener of various cells, clubs, fora, committees etc. The overall peer review and evaluation is carried out by the Principal. They are reviewed by the governing body as well. The outcome of the feedback analysis is informed to each teacher for improvement and encouragement, if necessary.

For non-teaching Staff also, there is a system of appraisal wherein they are required to fill the Proforma so that their skills and performances in the administrative work are judged on their work achievements, qualification enhancement and adoptability/adaptability towards technological changes.

Furthermore, the results of the appraisal system are also forwarded to the IQAC for systematic assessment of the same.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college is government aided, privately managed and receives financial assistance from the Punjab government; UGC; Governing Body of the college; Students' Fees; Grants and Scholarships from various agencies and funding organizations besides state government and non-government agencies. The college Bursar along with the convener, purchase committee guide, supervise and ensure that all financial transactions are done after due care and as per rules. The internal and external financial audits are conducted regularly.

Internal Audit

The college has a systematic mechanism of internal audit for all the financial activities which take place from time to time. After getting the requirements from different corners and subsequent approval of the Principal, the purchase committee purchases the items as per the laid down procedure and rules. The convener purchase committee, along with the Bursar of the college keeps a strict vigil on the purchase system. To make the system more robust and transparent, the bills are pursued by the Chairman, Governing Body before final payments. All the financial transactions and payments released by the Principal are put forward in the meeting of the Governing Body for approval. The accountant of the college maintains all the financial records in accounting software Tally ERP 9. All the vouchers and bills are duly audited by a team of qualified and well experienced Chartered Accountants. They also conduct audit of the Grants received from agencies like Panjab University, DPI, Punjab Govt., UGC, ICSSR, DSR, ICMR, DBT and other funding agencies for organizing academic and research activities.

External Audit

As the college believes in transparency and integrity, it ensures that all its expenditures are audited, not just internally but also through various external audits. Further, to maintain a prism of clarity, the college ensures that the audit for the Maintenance Grant (Grant-in–Aid) in lieu of Salary of the Staff and Post-Matric Scholarship to the students received from State Govt. is conducted regularly by the Audit Cell, in the office of DPI, Punjab. To keep the record transparent, and to ensure accountability, the college office prepares the balance sheet clearly indicating the amount spent under different heads during those particular periods.

The balance sheet is signed by the Office Supdt., Bursar, Principal and the Chartered Accountant and put before the governing body for their perusal and observations.

File Description	Document
Upload any additional information	View Document

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

Response: 5.4

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	5.40	0

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

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

Response:

Mobilization of Funds:

- PAYMENTS: The major source of revenue for the college is the Annual fee collected from students and resident students. The fee is collected as per the guidelines fixed by the regulatory authority Panjab University, Chandigarh. The fee is converted into fixed deposits and withdrawn periodically as per the requirements of the institute. The fixed deposits are withdrawn and used for the expenditure of the college. The interest earned on these fixed deposits is also being utilized for the needs of the institution. The tuition fee collected at regular intervals adds to this revenue. During the last five years, the college has collected an amount of **Rs.37,48,14,872/-** from the students and Resident Students.
- GRANTS/PROJECTS: Mobilization of funds is also done through funding schemes, sponsored Grants/Projects from DST, MHRD, ICSSR, ICMR, UGC, DBT. During last five years the college has received a grant of **Rs.4,09,33,372/-** from the various above said resources.
- DONATIONS/CONTRIBUTIONS: Funds are also mobilized through philanthropic contributions and donations (including donations from alumnae). During the last five years the college has received Rs.15,43,133/-
- MANAGEMENT/SUPREME BODY: Dev Samaj, being a philanthropic society and the management contributes and accommodates for any surplus as and when the need arises. During

the last five years the supreme body of Dev Samaj has given Rs.1,00,00,000/- to DSCW for the development of the college.
- GRANT-IN-AID: During the last five years DSCW has received grants of Rs.12,63,33,106/- under the Grant-in-Aid Scheme

Strategies for optimal utilization of financial resources:

- During the budget preparation in the institution all the academic and section heads are requested to provide the annual budget requirements keeping in view the development and updating of laboratories, computing facilities, library, teaching-learning process, training, extension activities, software etc.
- Monthly budget plan is also invited from all the sections for optimal planning of financial resources.
- Individual budget estimations are collected and budget is prepared. The same is placed before the Finance committee and the committee in turn deliberates and makes necessary changes for a proper balance of receipts and expenditure. The same is submitted to Managing Council for approval.
- **The Managing Council further approves the budget and forwards to the Principal and local management for perusal.**
- **Budget approvals** are communicated to the departments and sections.
- The institution keeps track of the budget. In any unforeseen circumstances, non-budgeted amount is considered and allotted depending on the merit of the case.
- The grants received are also optimised for growth. Demand is initiated right from the base from where there is a requirement and facilities are arranged keeping in mind the fact that the best available at best price is to be acquired. Sometimes as a measure of decentralization of authority, independent funds are allocated to department heads to be utilized for optimization of respective areas.
- All resources are utilised wisely and in sincerity for the institute.
- The budget utilization from the past years speaks out the efficient budgeting and optimal utilization in the institution.

File Description	Document
Upload any 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:

Two Practices –

1. Establishment of **Skill Enhancement Department by IQAC**

2. Augmentation of teaching-learning facilities.

(1) Establishment of Skill Enhancement Department by IQAC

Education plays an important role in the overall development of a human being as well as the nation. It is a unique investment in the present for our bright future. In fact, majority of the contemporary institutions of higher learning remain almost disconnected with the requirements of the workplace. Keeping in view the present scenario of education system as the economy needs more 'skilled' workforce such as the managers and entrepreneurs to be produced annually, skill enhancement department has been established by the IQAC cell of the college. The IQAC which is the body within the institution is primarily held responsible and accountable to incorporate the requirements of various industries in its curriculum. Realizing the importance and necessity for development of skills among students and creating work ready manpower on large scale, IQAC cell, DSCW decided to introduce two UGC schemes under DDU Kaushal Kendra known as B.Voc. Degree Programme and Community College. It is therefore proposed to establish Deen Dayal Upadhyay Centre in DSCW under UGC. After the careful examination of local demographics as well as the industry academic gap, DSCW introduced eight B.Voc. courses. It has also launched community college for diploma programmes.

IQAC has contributed significantly for the quality assurance strategies and procedures to run skilled courses:

1. IQAC ensures curriculum design and contents in the area of skill development, pedagogy, trained faculty in the specific area of skill development and entrepreneurship etc.
2. IQAC ensures for providing Recognition of Prior Learning (RPL) framework for job roles at NSQF Level 4 onwards by conducting assessment and certification with respective Sector Skill Councils (SSCs) / Directorate General of Employment and Training (DGET).
3. IQAC ensures the review of the courses periodically in accordance with the changing requirements of the industry and regional/national economic priorities.
4. IQAC ensures the implementation of UGC guidelines for skill development courses at different levels specified under Community Colleges, B.Voc. degree programme and as may be prescribed from time to time.
5. IQAC ensures that the courses planned and designed should have the provision of multiple entry and exit at various levels.
6. IQAC ensures that the skill development components are relevant to the industry as per their requirements.

(2) Augmentation of teaching-learning facilities.

To cope up with the changing world scenario, IQAC has tried to keep pace with the ICT enabled teaching-learning process. As a result of this, over the years IQAC set up 32 ICT-enabled smart classrooms, 375 computers, and 25 printers to facilitate the teaching-learning process. E-journals, DELNET, INFLIBNET, SWAYAM-NPTEL local chapter for online courses, e-books database and 100 Mbps internet connection with campus Wi-Fi facility are available for the students and staff. Most of the teachers of the college are having their personal blogs; these blogs are used for circulating study materials. The e-content of DSCW Knowledge Bank is also made available. IQAC took the initiative to include interactive sessions through SKYPE, ZOOM, Facebook, Social Media, Twitter, SMS and Mobile Apps.

File Description	Document
Upload any 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:

DSCW conducts periodic reviews of all its academic processes, structures & methodologies of operations through a variety of mediums and ensures daily adherence to 'improvement initiatives' through each college's department and an array of committees and cells formed for this purpose. The IQAC is firmly embedded and entwined within all Academic bodies and entities responsible for leading initiatives **entrusted to them by IQAC.** All Heads of Departments, Deans and nominated teachers are members of the Institute Academic Committee that is chaired by the Head of the IQAC.

Here are 2 examples of the measured and controllable gains that DSCW implemented facilitated by the IQAC:

Example 1: E- Learning for all

Based on surveys conducted within and outside the college and based on guidance from Industry & Academic experts, DSCW cited 'E-Learning' as the most important goal for the college to propel itself into the 'Top College' league. Our plan to implement an **'E-learning for all'** project was facilitated, guided and recommended by the IQAC. DSCW deemed this project as the main thrust to improve the Quality of Education and overall academic excellence at the Institution.

The Criteria for Success and Quality parameters defined by IQAC at the beginning of the project were:

1. ***Basic facilities:*** 100% availability of resources required for E-learning & research facilities to Faculty and Students
2. ***Basic infrastructure:*** College Infrastructure & facilities that allow students & faculty to –
    1. communicate using e-mediums e.g. chat, IM, e-mail, apps
    2. conduct their study & research via online and e-resources
    3. virtually interact with counterparts/peers/superiors/colleagues in a seamless and secure manner
3. ***Adoption:*** 100% absorption of E-learning resources amongst the college population
4. ***Enablement:***100% coverage of the entire campus with Wi-fi and Internet connectivity
5. ***Digitisation:*** Maximum availability of study & research content via e-books, learning Apps and online resources
6. ***Academic diligence:*** Well balanced and thoroughly researched Academic repository of Online, E-resources and printed content that has been appropriately vetted and logged.
7. ***Innovation:*** To introduce innovation in Teaching, Learning and Evaluation practices

8. ***Future readiness & scalability:*** To make well-thought out investments and deployments in specific areas of Technology, Infrastructure and Curriculum that will serve the Institution and its students for the next decade. To conduct periodic research into the latest trends taking place in the Education industry and constantly upgrade DSCW infrastructure as per the findings.

Some of the Measurable & Incremental improvements made were as follows–

1. Academic Audit process instituted at both College and Department level
2. Classrooms equipped with Digital broadcasting facilities and smart screens
3. Free of cost NPTEL and MOOCs (using SWAYAM portal, edx, courser etc.) self-study learning courses have been provided to students which include recorded lectures and assignments based on the study material
4. Industry-standard certification is received by students attending these online courses
5. Students attend Virtual Classrooms that allow them to interact with students and academia in various geographical locations
6. Fully-licensed software is now used across the College
7. Interactive boards are used for teaching which allow students to draw, write and capture content digitally

Example 2: Outcome Based Education (OBE) and attainment of Learning Outcomes (LO)

DSCW, under the guidance of the IQAC implemented Outcome Based Education designed a Continuous Internal Assessment Framework for monitoring the POs and PSOs to enhance the teaching/learning process and to ensure focus on the LOs. Through several deliberations, each department has prepared course outcomes, programme specific outcomes and programme outcomes. IQAC prepared the Academic policy of the college which includes Policies for conduct of theory courses, practical courses, Continuous Evaluation, and Monitoring of Academics. This academic policy is communicated to faculty and the strategies for attainment of CO, PO and PSO are prepared and communicated to teachers for implementation.

Through the academic policy, the following measures are taken:

- Academic calendar at college level and department level is prepared. Separate academic calendar for continuous internal level is prepared every year.
- Week-wise academic planner is prepared by every teacher.
- Session plan is prepared by each teacher for every lecture which includes objective of the topic and intended outcomes as well as level according to Bloom’s taxonomy.
- Continuous evaluation sheet for each practical session and project are introduced.
- Course outcomes, Programme outcomes and Programme specific outcomes are designed by each department and CO based Internal examination question papers are set to evaluate attainment.
- Course File is maintained by every teacher which comprises the Academic planner, academic calendar, vision, mission of the Department, teaching plan, session plans, syllabus, study material, attendance record of the students, question papers of previous years (term end and university), CO, PO mapping, report of Course end survey etc.
- Training sessions were arranged on CO/PSO/PO and their assessment strategies for teachers.
- Through attainment sheets, attainment of CO, PSO and PO is evaluated.
- Course end survey and Programme end survey for students are introduced, collected and analyzed.
- Content beyond syllabus is identified and extra lectures are conducted for attainment of PO and

PSO.

- Academic policy contains guidelines for Conduction of Lectures; Conduction of Tutorials.
- Homework, Assignments, identification of slow and advanced learners.
- Responsibilities of Principal/HOD, teachers and Mentors are stated in the academic policy.
- Feedbacks on curriculum in specified formats are collected, analyzed and reports are prepared for further action.
- URKUND, anti- plagiarism software has been installed in the library for the evaluation process of research work.

IQAC and Outcome based education committee reviewed above mentioned process regularly by interacting with teachers and students and necessary measures are taken to improve it.

Outcome: The use of upgraded and modern technology enables the students to be at par with the current times and make creative use of technology in their learning and professional lives. Students are using Virtual labs, pursuing for NPTEL and IIRS-ISRO online courses. They are therefore ready to face the challenges and the market demands at the global level.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document

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:

Bhagwan Dev Atma, Founder, Dev Samaj came to the forefronts with a missionary zeal and pledged to uplift women from the quagmire of the conservative society and lent dignity, respect and equal status to women. He wanted to pull out the women from the chasm of orthodoxy and conservatism with the view to endow dignity, respect and equal status upon them. Therefore, he waged a crusade against the prevalent notion of the male dominance and fought with his full might and mane to educate women who were otherwise relegated callously to the corner. To accomplish this objective, he established the first institution exclusively for the girls in Lahore in 1886. In continuation to that Dev Samaj College for Women, Ferozepur came into existence in 1934. Since then thousands of women are empowered every year and DSCW is taking lot of measurements for the promotion of gender equity during the last five years such as -

SAFETY AND SECURITY

- The entire campus is under CCTV surveillance. There is a CCTV monitoring mechanism for which there is a dedicated monitoring room supported with a moderator.
- A fire extinguisher is provided in every wing of all buildings. The laboratories are well equipped for all safety provisions depending upon their type.
- Entry to campus is not permissible without Identity Card.
- The college has appointed a lady doctor for dealing with the health issues of girl students.
- Patrolling van of the local police periodically visits the campus for the prevention of offensive activities.
- The college has been deputing lady staff members for escorting girl students when students go out of station for sports and extracurricular activities.
- The security agents near the entrance physically check the vehicles and belongings during entries and exits. They ensure that anybody entering the campus must furnish the details and purpose of their visit in the register.
- The Anti- Sexual Harassment Committee of the institute addresses the grievances related to gender safety and security if any.
- Complaint/suggestion boxes have been fixed in all departments and hostels in the campus.
- The college organizes seminars / special talks/ special drives / campaigning/ competitions on a regular basis in order to endorse social values such as gender equity, gender sensitivity and social problems.

COUNSELLING

- The college has a provision to counsel the girl students regarding girls related health issues. Learned doctors and concerned physicians, gynaecologists, skin specialists, dieticians are invited from time to time to counsel the girl students in special counselling sessions arranged for the girls.

They are also given tips in fashion styling, hair doing etc.

- Professional counselling is also offered to the girl students for becoming self reliant and for pursuing a sound career.
- 1:25 Mentor-student ratio is being maintained and it helps the students to realize their academic and personal goals.

COMMON ROOM

- The college has a separate fully air conditioned Common Room for girls where they can relax during their free periods.
- As a part of emergency needs, sanitary napkin vending machine is installed nearby Common Room.

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: A. 4 or All of the above

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

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**

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

Response:

DSCW is committed to “minimum waste” and follows principle of 3 R's “Reduce-Reuse-Recycle”. An efficient scientific waste management at college aims to enhance green efforts of the campus and encourages everyone on campus to think differently about the materials they use. The institute also focuses to exert negligible stress on environment by producing reduced waste.

(A) Solid Waste Management

DSCW has been awarded an appreciation letter by the Municipal Committee, Ferozepur for creating first best wet waste management unit in campus and reducing base to the tune of 15 tons everyday and thus contributing significantly to city waste management. To produce reduced waste, campus is Wi-Fi enabled and hence all communication is made online minimizing paper usage. Solid waste management includes separation of biodegradable and non-biodegradable waste in coloured dustbins placed in campus. Organic residues such as fallen leaves and food processing wastes from college canteen and mess are converted into vermin-compost at campus which act as organic manure for plantation. On the other hand, non-biodegradable solid waste is transferred to dump yards set up by municipal corporation. Sanitary incinerators are installed in campus and hostel. Further, the institution has also banned the use of polythene in campus making it a polythene free campus. Even the Cafeterias make extensive use of eco-friendly plates and cups.

(B) Liquid Waste Management

The college maintains proper system for deposal of the hazardous liquid wastes generated in Chemistry Labs. Liquid chemical waste is collected in empty reagent bottles which are chemically compatible with waste to be collected. The waste water is collected and treated for watering plants in Herbal garden maintained by the college. The other liquid waste in toilets and RO systems is drained through sewage tanks to municipal main drain.

(C) Biomedical Waste Management

Bio- medical waste like animal waste, infected plastics, needles, blades etc is collected and segregated in different coloured dustbins like Yellow for animal waste, Red for infected plastics, Blue for needles, blades, glass and Black for chemical waste. The administrative supervisor keeps a proper check on the collection of waste on each floor. The floor dustbins are emptied in movable containers and then it is collected by local municipal corporation for disposal.

(D) E-Waste Management

The college has taken steps for proper disposal of all kinds of E-waste, such as batteries, cells, obsolete electronic devices, computers, monitors, printers, UPS etc. An exchange system is adopted instead of direct dumping for buying a new product. Institute donates some electronic items to the nearby schools. Under strict vigil of committee formed by the Principal, e-waste which cannot be reused is given to the approved and registered scrap dealer. (Photographs of recycling material)

(E) Hazardous Chemicals and Radioactive Waste Management

A strict protocol for the disposal of hazardous chemical waste is followed. For disposal, bottles containing chemicals are properly labeled with details and date of packaging. Filled and empty chemical bottles are packed in cartons and sacks respectively. Moreover, flammable chemicals are packed separately. Waste containers are kept closed at all times except when adding waste to them.

File Description	Document
Any other relevant information	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: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
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: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

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: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
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:

At DSCW, our aim is to provide barrier less education where the mind is unperturbed by the innumerous bias and complexes that often are the biggest hindrances in learning. We have an extensively researched and detailed policy based on Seven Pillars of inclusion so as to inculcate a sense of righteousness as well as belongingness:

ACCESS – No opportunity is missed to explore the importance of a welcoming environment and the habits that create it. Thus, we make sure that each student, irrespective of what walk of life or at what disadvantage, is granted an atmosphere that provides her with complete access to the best possible suited resources available for their cause. We act to ensure that their reception is congenial to the core and settling rather than imposed. We ensure that this tradition finds roots early through our Orientation Classes/Ice Breaking Sessions/Mentor- Mentee Personalized Programme/ Counselling Sessions/ Convenient access to college authorities/Complaints Redressal/Technological support/available resources for the physically challenged or other disabled. Each guideline for disabled students as proposed by the UGC is meticulously followed including provision for a writer (if required) and extra time is given to them. Separate washroom/toilet facilities, hostel facilities etc. are also made available.

CARVING ATTITUDE- DSCW embraces inclusion and diversity stimulating meaningful action. The underprivileged students (SC/ST/Disabled) are so encouraged and supported that they find themselves no different from the others as a matter of habit. They are made to forget their flaws and become one with the rest. Extra care is taken to ensure they are placed well and find good employment opportunities through our Placement Drives. Their lifelong skills and Communication Skills are given meticulous attention leaving no stone unturned to get them into the mainstream.

CHOICE AND OPPORTUNITY– DSCW comes through as a medium, one which is invested in a host of choices/opportunities for those associated. It firmly believes in and caters to deliver to those associated, advantages that provide them the assurance of availing choices rather than being stuck with whatever is available. A wide range of subjects along-with skill based/vocational courses under the (Deen Dyal Upadhyay Scheme of the MHRD) and Earn While You Learn opportunities cater to the vast number of students who come from the financially challenged sections of this small border town city and surrounding villages. Considering the marginalized background, meagre exposure and resources that would have earlier been available, methods such as Translation Method, Bi-lingual Teaching, Interactive teaching etc. are taken up. Student diagnostic techniques help us determine the level of learner and extend outreach accordingly. A structured mentoring and training programme that involves carefully planned team dynamics/co-operative learning/remedial measures/in house counsellors/psychological experts/doctors/learning aids; accounts for a euphoric learning experience. The college caters to the needs of slow/disadvantaged/advanced learners alike.

- **ACTION AND CELEBRATION**
- **ALLIANCES AND PARTNERSHIPS**
- **COMMUNICATION AND REDRESSAL**
- **POLICY**

(For details kindly refer view document file)

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

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations:

values, rights, duties and responsibilities of citizens (within 500 words).

Response:

DSCW is committed towards the constitution of India, the source of empowerment for each and every citizen. We also inspire our students/staff to adhere to constitutional morality as a virtue. Commitment to values like constitutional supremacy/rule of law/liberty/equality/parliamentary form of government/self-restraint/intolerance for corruption/others. The Prayer of Dev Samaj itself strongly promotes India's constitutional values.

This sensitization has come gradually/painstakingly though DSCW always strives to do more. Such initiatives include the following:

- Participation in 13 National Camps by NCC Cadets including National Integration Camps/Officer Training Academy Camps/Army Attachment Camps/Thal Sena Camps/Others.
- Sensitization via morning/special assemblies.
- DSCW premises as a voting venue during elections.
- Motivating the students and staff into casting their vote.
- Initiating the new voters into the voting process, making sure they take it seriously. Tie up with local authorities to get Voter-ID cards made.
- Mandatory Voter-ID card for any student above 18 years of age, copy kept as an office record.
- Entire staff has been giving election duties with exemption provided only to those who are facing unavoidable circumstances/sick/pregnant.
- Strict holiday for the election day and if viable, either leave is granted or it is declared as a holiday a day before so that everyone travels well within time to reach their constituencies for voting.
- A well-established Women's Cell along-with providing counselling also educates on legal rights/remedies available to women/girls. It collaborates with local authorities/lawyers to aid the women in distress.
- DSCW has a tie up with the DC office, Ferozepur under the 'Beti Bachao Beti Padhao' campaign to assign on a daily basis students/staff of our campus for registering the complaints of vandalized women serving as a nodal office.
- 'Mahila Adhikar Abhiyan', event jointly hosted by DSCW and NAWO; sponsored/presided over by the NCW, New Delhi.
- Rallies/Campaigns such as Giving voice to the Eve/Saving the Girl Child/Say No to Drugs/Others
- Awareness camp on Road Safety/Traffic Rules.
- Celebration of 'Pollution free Diwali'
- Constitutional Sensitization/ Social Awareness via Poster-Making/Declamation Contests/Essay-Writing Competitions/Nukkad-Nataks/Skits/Plays/Workshops/Others.
- Lecture on Values/Constitutional values at Government Primary School, Habib Ke.
- The National Anthem concludes all events at the college premises including our college assemblies.
- Students from the NCC vouching for and getting selected for the Republic Day Parade at the Rajpath, New Delhi.
- The college has a Legal Cell in place which beyond legal remedies/solutions also acts as a guide for ensuring that the college staff/students, are well aware and alert about their constitutional values/rights/ duties/responsibilities. College level seminars and personal guidance, both are served.
- Workshops on Women Safety/Poster-making on social issues/other such (ref. to college report)
- Mock Youth Students' Parliament convened in which students from three districts participated. (ref. to the press release)

- Association with Government programmes like ‘Swacchh Bharat Abhiyan’/‘Beti Padhao Beti Bachao’.
- Numerous activities undertaken under the ‘Buddy Programme’ of the Punjab Government. (Ref. to activities in view document)

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	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: B. 3 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:

India is a land of multi-ethnicity where people of different languages and cultures live together with peace and harmony. India is worldwide known for its cultural diversity and colourful festivals. The National festivals like Gandhi Jayanti, the Independence Day and the Republic Day have a distinctive quality which sets them apart from other festivals. The institute recognizes and attests to the overriding importance of these red-letter days. It steps up preparations to mark the occasion, mobilizing all of its resources at each level.

Following table shows the list of various activities organized on national festival days and on Great Indian Leaders’ Birth Anniversaries

Sr. No.	National Festival/ Great Indian personality Birth / Death anniversary's	Activities organized
1.	Republic Day 26th January	**Salute parade** by NSS and DSCW volunteers is conducted showcasing the activities of the units. National flag hoisting is done by the Principal, teachers and students
2.	Independence Day 15th August	National flag hoisting is done by the college Management and Principal, followed by activities based on patriotic feeling
3.	Dr.Baba saheb Ambedkar Birth Anniversary 14th April	Competitions on social issues conducted and prizes are distributed
4.	Bhagat Singh's Martyr Day March 23rd March	Poster making competition organized and prizes are distributed
5.	Mahatama Gandhi and Lal Bahadur Shastri Ji Birth Anniversaries 2nd October	Talks on social reformations and competitions in Elocution and Debates conducted
6.	Pandit Jawaharlal Nehru's Birth Anniversary 14th November	Competitions in essay writing, singing, dance and debates are conducted and prizes are given
7.	Swamy Vivekananada Birth Anniversary 12th January	Competitions in essay writing and talks on National integration are arranged
8.	Sardar Vallabhbhai Patel Birthday 31th October	Competitions in Essay Writing and talks on National integration are arranged
9.	National Integration Day (On the Occasion of Birth Anniversary of Indira Gandhi) 19th November	Talks on leadership qualities are arranged
10.	Sir Sarvepalli Radhakrishnan Birth Anniversary 5th September Teachers' day	Talk on the role of Teachers in the society by eminent speakers Cultural activities, felicitation to the senior most teachers are organized
11.	Sir Mokshagundam Visvesva Raya's Birth Anniversary	Talks by eminent speakers

	15th September Engineers' day	
12.	Babu Jagjivan Ram's Birth Anniversary 5th April	Talks on leadership qualities arranged
14.	Birth Celebration of Bhagwan Dev Atma, Founder Dev Samaj	Talks by experts and Competitions are conducted
15	Dr. A.P.J. Abdul Kalam's Birth Anniversary 15th October	Talks on leadership qualities are arranged
16.	Celebration of Saragarhi Day	Parade from Saragarhi Gurudwara to college campus
17.	Ferozeshah Battle	Debate on this historical event
18.	Subhash Chandra Bose's Birth Anniversary 23rd January	Talks by experts and competitions are conducted
19.	Shaheed Udham Singh's Birth Anniversary 31st July	Talks by experts and competitions are conducted

File Description	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:

The Institution can proudly proclaim that it has more than two best practices; however the following two best practises have been chosen to show case the achievements of the college:

1. **Inculcation of Research Culture among Faculty and Students**
2. **Preparing Entrepreneurs and Skilled workforce through Vocational courses**

Best Practice 1:

1. **Title of the Practice: Inculcation of Research Culture among Faculty and Students**

2.Objectives of the Practice

- To inculcate the culture of research among faculty and students
- To create and administer a research fund for supporting and facilitating research initiatives and projects of faculty members and students
- To stimulate the faculty and students to present/publish the research papers in national/international conferences/reputed journals
- To identify and establish linkages including MoUs for long term relationships with industry bodies and individual companies.
- To kindle interest in students for active involvement in short duration and long duration projects.

1.The Context:

The repute of any educational institution rests on teaching – learning process and R&D activities. R&D as we all know refers to Research & Development – Research therefore is the back bone for the development of the students, teachers and the Institution. The college being conscious of this state of affairs, has been giving dynamic thrust towards developing and augmenting the research activities of the college to keep abreast of the advances in the fields of science, commerce, IT and skilled sectors. Inculcating research aptitude in faculty members and students has taken priority almost equal to the teaching-learning process.

2.The Practice:

The contextualization of the above is effected by the following practices:

- Faculty pursuing Ph.D. and with Ph.D. degrees are encouraged to attend and present their papers in National and International Conferences.
- Concession in weekly work load up to six hours is offered to faulty working on funded projects.
- Provide research facilities in terms of laboratory equipment, research journals and research incentives etc. required by the faculty.
- Seed money is provided to carry out the necessary preliminary work.

CONSTRAINS AND LIMITATIONS FACED BY R&D CELL

- Difficult to motivate all faculties to pursue research in their respective areas of expertise.
- Financial constrain to develop infrastructure conducive to promoting the quality and quantity of research and development.
- Lack of mechanisms conducive to the best possible ways of engaging and motivating research staff.
- No mechanism to monitor and enhance the quality of research programmes, projects and the research infrastructure within Institute, including the training of research scholars.
- Overlook the application of the Code of Research Ethics for the responsible practice of research.

3.Evidence of Success:

Eleven faculty members have been recognized as researchers, 06 faculty members have been conferred with Ph.D. and 04 faculty members are actively engaged in pursuing the degree.

- 251 papers are published in different National and International UGC notified journals.
- Publication of 6 National research journals & 15 In-house students journals.
- 268 books/ chapter in books were published by various publishers of National/International repute during the last five years.
- 200+ National/ International Seminars/Conferences/Workshops attended.
- Two major projects, five minor projects sanctioned by ICSSR and one minor project sanctioned by P.U.
- To check malpractices and plagiarism in research software URKUND has been purchased.
- DBT Star status to Science by Department of Biotechnology (DBT), Govt. of India in 2019.
- Industrial tie-ups, 33 MOU with top notch industries & business houses of National/International repute.

4.Problems Encountered and Resources Required:

1. Sustained motivation of students and faculty is always a challenge
2. Time constraint is a spoke in the wheel, in planning and execution of the research especially during formative and summative assessment processes and when adhoc responsibilities are assigned.
3. MoUs with foreign and recognized Indian institutions in respective subjects
4. Prompt reply from funding agencies will be encouraging.

1. TITLE OF THE PRACTICE: Preparing Entrepreneurs and Skilled workforce through Vocational courses

2. OBJECTIVES OF THE PRACTICE

2.1 Based on the **Underlying Principle** of Skill India Mission

2.2 Objectives

To work in coherence with National mission and goals for standards, curriculum and quality assurance, the following objectives have been set:

- To equip the students with knowledge, practice, attitude & necessary job market skills at various professional levels.
- To involve the industry significantly in Curriculum design, skill delivery, related exposure, trainings and placements.
- To address gaps in the skilled ecosystem.
- To provide skill training and certification of international stature.
- To promote the small scale industries and self-employment.
- To promote the First-Generation Entrepreneurs without a business background.
- To promote the capacity building.

3. THE CONTEXT

3.1 Contextual Features

DSCW has been continuously evolving with adaptation of new pedagogies and introduction of new courses and technologies. The contemporary need of the economy is to ready skilled professionals on a

large scale to transform the border community to highly industrialized area and to develop skilled manpower and develop entrepreneurial abilities. Continuing solely with traditional education alone will lead to stagnation. The purpose is that the students acquire necessary knowledge and skills required at various levels in industry. The emphasis is to make youth ready in such a way so that they get employment and also improve entrepreneurship.

3.2 Challenging issues in Designing and Implementing

- No prior standardization of curriculum.
- Making good quality trainers available in the “backward border belt”.
- Huge cost for regularly upgrading infrastructure.
- Reluctance of students to get enrolled in vocational courses.
- Expensive training

4. THE PRACTICE

DSCW has introduced many Industry-Oriented Degree, Diploma certificate courses in the past few years. Notable here is that the globe is bustling with opportunities for the trained hand in these sectors. They are the most proliferative and in demand/vogue sectors where stakes are high and opportunities are galore.

4.1 Practices

- Syllabus has been designed to meet the Industry requirements and International guidelines.
- Students are trained on Communication Skills, Soft skills, Personality Development, Aptitude Skills including job and employability skills.
- Animations, Assignments, Case Studies, Presentations, Games, Group Discussions, Brainstorming Sessions, Practical Experiences, Illustrations are used as learning resources to enhance their knowledge through experience..

4.2 Uniqueness in context of Indian Higher Education

- Creation of Industry stimulated infra-structure.
- 60% of the syllabus is designed with the objective of skill upgradation & comprehensive training.
- Emphasis is laid on innovation, good communication, developing cognitive abilities and team building practices.
- Continuous revision of curriculum to match with the changing trends world-wide.
- Placement linkages with around 100+ leading companies, hospitals, boutiques, salons and spas for Training, Placement & expertise.
- Learning through MOOCs is encouraged.
- Students are periodically evaluated by SSC other than Panjab University and certified for different job roles. Only a handful of colleges in India undergo this practice.
- Training is provided based on the NSQF and industry led standards.

4.3 Constraints/Limitations

- Initial establishment of Industry-Academia collaboration.
- Lack of good quality trainers who could be employed as teachers.
- Changing the existing mindset of traditional education.

- Low student mobilization to get trained due to the orthodox thinking.
- Reluctance to low salaries at entry level and doubtful future.
- Even if a lucrative job is offered at a distant place the family atmosphere does not allow girl students to grab the opportunity.

5. EVIDENCE OF SUCCESS

Performance against targets and benchmarks, review/results, indication

- DSCW is the role model in terms of industry-driven curriculum and infrastructure, innovative practices and results.
- As a part of hands-on training/ faculty exchange programme/ student exchange programme / practical exposure to the students, DSCW has signed Industrial Tie-ups, 33 MOUs signed with top level industry and business houses of International/ National repute.

- 100% placements in Government and private sector with handsome salaries.
- Many students have become entrepreneurs and are working successfully.
- DSCW has designed the curriculum of as many as 12 vocational courses of Panjab University.
- Records portray commendable results in Panjab University Examination, with unparalleled distinctions in courses run by us.
- Establishment of new units leading to optimum use of locally available resources.
- High retention rate of passed out students in their employed organisations.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

6.1 Problems encountered

- Vocational education is considered as the last option for the students.
- Due to lack of finances especially in rural areas some students are not able to complete their degree.
- High drop-out rate due to green pastures abroad.
- High cost of training is unaffordable by many students.
- Students find it difficult to cope with English language
- Door-to-door promotion of courses due to backward area

6.2 Resources required

- Infrastructure
- Equipment, Implements and Material
- Financial resources
- Standardized Study material

- Qualified faculty for teaching.
- Adjunct Faculty with industrial exposure and experience
- Tie-ups for Training & Placement
- Stakeholders for important decisions and feedback
- Collaborations with MNCs for training and placements.

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:

DCSW always nurtured the dream of ***complete empowerment of Women*** and earmarked **sports excellence** as the exclusive area of accomplishing the **sublime dream of women enablement**. The dream inspired DSCW to apply all the thrust and priority to make this distinctive vision a reality and **cater to the problems of the downtrodden and underprivileged young girls** of the longest border district of Punjab.

The objective of this study was carried out to identify the major challenges for transforming the sports excellence as vision into the practical reality through following timelines :

- ***DSCW had observed almost a decade ago that there has been a constant and steep decline in women's sports presence in our country and are being continuously relegated to a corner with bare minimal opportunities. This led to the development of an ambitious plan of extension of the sports exposure through highlighting its plethora of reimbursements for name, fame and economic upliftment of the whole family.***
- ***DSCW's sports policies were deliberated and planned to include development of the athletes and their progression to the best performance at National level to International level along with economic development and prosperity through sports.***

- ***The institute started identification of the numerous job opportunities in the different sectors like Punjab Police, Army and Administration through sports quotas.***
- ***The games ranging from Kabaddi, Wrestling, Boxing, Kho-Kho, Volleyball to self defence skill based Martial Arts games like Taekwondo, Judo along with Mind based games like Chess, Carom were offered to otherwise underprivileged section of girls.***
- ***A huge corpus to the tune of Rs 1 crore was planned in the institution's budget for state-of-the art sports equipment, Badminton and Kabaddi courts, full-fledged Gym. The amount was spent towards fee concessions, free healthy diet, free sports equipment, cash awards, allowances, sports merit scholarships and free residential facilities for the igniting sports participation***
- ***An awareness campaign was planned for the section of the students who were underfed and having no access to any kind of the recreational activities.***
- ***The induction of well-trained coaches and instructors was kept high on agenda for making this distinctive vision of DSCW a reality.***

The impact of the efforts and performance of the institute for conceived vision was evident through unparalleled performance at International, National and Intervarsity levels in the games ranging from Kabbaddi, Kho-kho, Boxing, Judo, Badminton, Rowing, Wrestling to Taekwondo.

INTERNATIONAL SUCCESSES

Medals tally: (05 GOLD medals)

Games participated: Kabaddi

The year 2013 brought 02 GOLD medals, one each at World Cup Kabaddi held in India.

2014 saw the participation of the college at 4th Asian Beach Games held in Thailand.

The year 2016 brought 02 GOLD medals at 2016 World cup Kabbadi held in Iran

One Gold medal bagged in Asian Games 2017 held in Iran.

2018 witnessed the participation of two college athletes (Participation details in view document). The outstanding performance of our student, Randeep Kaur, who represented India in Kabaddi in the Asian Games, 2018 held at Jakarta and won a silver medal. (details in view document).

NATIONAL LEVEL SUCCESSES

Year 2013 Achievements

Medals Tally: (03 GOLD medals)

Games participated: Kabaddi & Kho-kho

03 Gold medals bagged at All India Inter University in Kabaddi held at Solan.

Participation in 39th National Women sports event in Kho-Kho held at Haveri.

Two athletes participated in 61st Senior National Kabaddi Championship held at Panipat.

(Participation details in view document).

Year 2014 Achievements

Medals Tally: (02 Gold medals and 01 Bronze)

Games participated: Kabaddi,Kho-kho,Wrestling & Taekwondo

01 Gold medal bagged at 10th circle style Kabaddi National Championship held at Uttrakhand.

01 Gold medal bagged in Women festival event in Kho-kho held at Ludhiana.

Bronze medal bagged at 6th Swami Vivekananda National in Wrestling Championship held at Aurangabad. (Participation details in view document).

Year 2015 Achievements

Medals Tally: (03 Gold medals and 02 Silver Medals)

Games participated: Kabaddi, Kho-kho, Wishu & Taekwondo

01 Gold medal bagged at Delhi Olympic Games in Taekwondo held at New Delhi.

01 Gold medal bagged at National Women Festival in Kabaddi held at Patiala.

01 Gold medal bagged at 10th Circle style National Championship in Kabaddi held at Nawabganj.

02 Silver medals bagged at National Women Festival in Kho-kho held at Patiala and Bhopal.

(Participation details in view document)

Year 2016 Achievements

Medals Tally: (04 Bronze)

Games participated: Kabaddi, Wrestling & Tug of war

02 Bronze medals bagged at All India Inter University in Tug-of-war held at Phagwara.

Bronze medal bagged at All India Inter University in Wrestling held at Mysore.

Bronze medal bagged at 8th Beach Kabaddi National Championship held at Vishakhapatnam. (Participation details in view document)

Year 2017 Achievements

Medals Tally: (04 Bronze)

Games participated: Kabaddi,Wrestling,Taekwondo & Tug of war

02 Bronze medals bagged at Senior National Kabaddi Championship held at Indore.

Bronze medal bagged at All India Inter University in wrestling held at Sirsa.

Bronze medal bagged at 64th Sen. National Kabaddi Championship held at Patna. (Participation details in view document)

Year 2018 Achievements

Medals Tally: (04 Gold, 03 silver, 09 bronze)

Games participated: Kabaddi, Wrestling, & Tug of war

Gold medal bagged at 13th Senior National Kabaddi Championship held at Chandigarh.

03 Gold medals bagged at All India Inter University in tug of war held at Amritsar.

05 silver medals bagged at All India Inter University in tug of war held at Amritsar.

Bronze medal at 3rd Federation Cup in Kabaddi held at Mumbai.

08 Bronze medals bagged at All India Inter University in tug of war held at Amritsar.

(Participation details in view document)

Year 2019 Achievements

Medals Tally: (01 silver)

Games participated: Kabaddi, Wrestling

01 Silver medal in Senior State held at Phagwara.

The above credentials and the achievements have proved the visionary efforts of the institution in the pursuit of excellence in sports. The sterling and swashbuckling participations in countries like Bangladesh, Mascot, Pakistan, Jakarta have brought uncountable laurels to the college and the journey is still on.

Action plan Programme

The early successes of championship at the University level for several years in a row created the culture of enthusiasm for sports. It laid the seed for excellence in sports. The enthusiastic faculty and a supportive management assisted to put key measures in place –

- ***Admission through sports quota and fee concession,***
- ***Providing student athletes with balanced diet,***
- ***Free sports kits,***
- ***Cash awards, allowances and merit scholarships.***
- ***Recruiting qualified coaches in 17 disciplines has added to the reputation of the college being a top sporting facility of the country.***

File Description	Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

DSCW has served the country with distinction in its 87 years of existence becoming one of the most widely recognized educational institutions in India. The college has travelled a long way and emerged as an institution of dissemblance which is recognized for being synonymous with excellence. The path of success, the foundation of which was laid in 1934, has now led to a land mark where unparalleled meritorious achievements like being the only College under PU (which has more than 240 affiliated colleges) to have the unbeaten CGPA of 3.75/4 by NAAC in its 2nd cycle of re-accreditation which was also the highest in India in (2013-14); College with Potential for Excellence, College of Excellence, Role Model College of Panjab University, Star Science Department status and DBT Star College(2019) have scrupulously rewarded our untiring efforts. DSCW has also become the first college under PU to establish DDU Kaushal Kendra, a scheme of the MHRD by the UGC. Students are provided with education that is student centric/student friendly/holistic/seeks to transform the personality with all its components and chisel it to perfection. We nurture our students as the nation's deposit with us. We understand that they are the ones who will eventually shape the future of India and DSCW intends this contribution to be the most positive one.

But DSCW, has never let its vanity intoxicate its existence. DSCW seeks to emulate Ulysses, the legendary Greek hero who after the very dearly won Trojan Victory, left for his longest odyssey.

We wish to have the satisfaction of being instrumental in transforming India into one of the world's leading powers, a truly equitable society capable of fulfilling the potential of its youthful and aspiring population. We aspire to become a world-class university exclusively devoted to the education of women.

Concluding Remarks :

Education has been at the heart of human existence. Majority of youth today considers education as a mere means of attaining eligibility for job. Students practise learning by rote with higher percentage being their only aim. They rejoice in ignorance. Any such learning is not education but simply literacy. DSCW believes that education is an enormously comprehensive and intricate affair. It reforms you and gives you direction. It gifts you values and character. DSCW aims precisely at the above. At DSCW we have always been a family. This helps us share responsibility/accountability/enhances sense of belongingness. The faculty/administration/management indulges in Participative Decision Making/active involvement leading to a decentralized system. Our students too practise autonomy/ representation/ involvement. DSCW has a completely learner-centric/learner-friendly/flexible/ICT enabled/technologically aided/innovative/unique system of education. With focus on research and vocation/employment, the college upkeeps with the national and global requisites. Extra-curricular/co-curricular activities never seize to occur at DSCW, not a day passes without being a witness to curriculum extensions/enhancements/enrichments. The infrastructure too is worth a mention. The college campus presents such a delectable sight that people from far and wide come to witness this grandeur. Aesthetically designed/artistically built/technologically advanced DSCW offers to its faculty and student an ambience that is refreshing/congenial.

Placements in leading industries/corporate, students' diving into entrepreneurship/ commencing their own start-ups mark excellence. A large number of awards/honours have also been conferred upon the institution. Students at DSCW are a part of a proud heritage of exemplary thought/profound character. We expect our students to

bear our beacons becoming mortal examples of our immaculate ideology. To become good human beings is the prime. To have good character/nature/ideals/values is next. Acquiring holistic knowledge follows. But the knowledge so acquired should be such that it is capable of transforming into action. It should not merely be bookish and superficial but practical/deep-rooted leading to life-long learning. It should tease your intellect/prompt you to think critically seeking answers by incessant questioning. Such is the sort of education provided at DSCW. New trends/new students/new times will continue to unfold their challenges before us and we will tirelessly continue to define new parameters. Such is our commitment.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.1.3</td><td>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above</td></tr>
<tr><td>1.2.1</td><td>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented.
Answer before DVV Verification : 18
Answer after DVV Verification: 17

Remark : Value updated as per HEI Clarification Response</td></tr>
<tr><td>1.2.2</td><td>Number of Add on /Certificate programs offered during the last five years

1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.
Answer before DVV Verification:
<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>38</td><td>40</td><td>41</td><td>36</td><td>32</td></tr></table>
Answer After DVV Verification :
<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>27</td><td>30</td><td>28</td><td>25</td><td>23</td></tr></table>
Remark : Values have been updated removing similar Programs under same AY</td></tr>
<tr><td>1.2.3</td><td>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years
Answer before DVV Verification:
<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr></table></td></tr>
</table>

1348	2307	2170	1639	1382

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1007	1904	1678	1096	980

Remark : Values have been updated as per 1.2.2

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
322	394	402	345	260

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : 322

Answer after DVV Verification: 322

2.1.1 **Average Enrolment percentage (Average of last five years)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
695	1066	1030	914	1226

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
676	947	912	834	1161

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1439	1827	1803	1415	1594

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1399	1559	1553	1270	1494

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
226	393	168	142	173

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
184	287	168	142	173

Remark : Values have been updated excluding supernumerary seats

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 94

Answer after DVV Verification: 93

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 : 807

Answer after DVV Verification: 755

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
0	29.00	4.20	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	29.00	4.201	0	0

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

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

Answer before DVV Verification : 11

Answer after DVV Verification: 10

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	1	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	1	0	0

3.1.3.2. **Number of departments offering academic programes**

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
54	44	41	27	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	19	17	14	11

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 : 4

Answer after DVV Verification: 4

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

Answer before DVV Verification : 11

Answer after DVV Verification: 10

Remark : Value updated as per HEI Clarification Response

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
4	7	45	118	77

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	8	5	4

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
24	28	67	104	45

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	18	35	71	31

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
07	28	46	26	19

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	28	24	22	16

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	4	4	5	5

Remark : "extension and outreached Programmes" relevant to the metric have been considered

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
843	1632	1434	1455	1198

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
322	212	260	276	374

Remark : Values have been updated as per metric 3.4.3

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
138	33	97	47	37

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
49	5	46	33	34

Remark : Values have been updated considering relevant activities

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
5	5	7	12	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	3	5	2

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification : 36
Answer after DVV Verification: 32

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
52.57	49.18	144.08	214.88	251.66

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
44.37	49.18	144.081	214.88	251.66

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
0.93	7.35	6.83	3.28	10.81

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	1.10	9.48	0.75	11.27

Remark : HEI has added Library Expenses and purchase of newspapers and magazines under the head and has not segregated the heads. The values in the income -Expenditure statement provided by HEI , under the head "Library Books " have been considered under this metric for all years

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 : 59
Answer after DVV Verification: 50

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
71.38	127.43	248.62	215.40	123.50

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
59.50	99.66	162.66	184.33	52.79

Remark : Value has been updated as per attachment after removing head not considered under "maintenance of infrastructure "

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
04	74	154	322	279

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
04	20	54	60	142

Remark : Value has been updated as per attachment

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
679	559	366	320	475

Answer After DVV Verification :

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

679	559	366	320	475

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
579	914	1136	1385	1441

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
579	914	1136	1385	1441

5.1.5 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : Value has been updated as per attachment

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
39	17	30	55	28

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
35	17	28	54	28

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

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

Answer before DVV Verification : 677

Answer after DVV Verification: 638

Remark : Value has been updated excluding duplicate entries .

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	31	51	116	34

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	31	51	116	34

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40	56	72	125	56

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
40	56	72	125	50

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	4	32	39	22

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	4	23	10

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
20	50	55	53	54

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
20	49	53	48	50

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

6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	130	26	48	40

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	23	19	27	24

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25	40	51	8	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18	31	48	5	5

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.77	1.73	1.72	8.84	2.35

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	5.40	0

6.5.3 **Quality assurance initiatives of the institution include:**

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

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

7.1.4 **Water conservation facilities available in the Institution:**

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

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

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 : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above
7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : Value as been updated as per attachment
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** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : Value updated as per HEI Clarification Response and related attachments
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 1057 | 1013 | 914 | 810 | 727 Answer After DVV Verification: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 958 | 914 | 847 | 776 | 723
1.2	**Number of programs offered year-wise for last five years** Answer before DVV Verification: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 33 | 33 | 33 | 24 | 24 Answer After DVV Verification: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 28 | 28 | 28 | 22 | 22
2.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** Answer before DVV Verification: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 437 | 502 | 495 | 387 | 438 Answer After DVV Verification: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 623 | 694 | 691 | 565 | 665
2.3	**Number of outgoing / final year students year-wise during last five years** Answer before DVV Verification: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 651 | 680 | 830 | 1017 | 1178 Answer After DVV Verification: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 651 | 680 | 830 | 1017 | 1178

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 94 | 118 | 128 | 127 | 124 Answer After DVV Verification: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 94 | 118 | 127 | 126 | 123
3.2	**Number of sanctioned posts year-wise during last five years** Answer before DVV Verification: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 110 | 136 | 143 | 144 | 145 Answer After DVV Verification: 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 109 | 135 | 142 | 143 | 144
4.1	**Total number of classrooms and seminar halls** Answer before DVV Verification : 63 Answer after DVV Verification : 61
4.3	**Number of Computers** Answer before DVV Verification : 375 Answer after DVV Verification : 375