SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

HANS RAJ MAHILA MAHA VIDYALAYA

MAHATMA HANS RAJ MARG, JALANDHAR
144008
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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Hans Raj Mahila Maha Vidyalaya is a premier institution of North India, dedicated to the cause of women education for the past 93 years. It was established in 1927 at Lahore (Pakistan) by Mahatma Hans Raj who was the leading educationist committed to the ideals of Swami Dayanand Saraswati, the founder of DAV movement. After the partition, it was re-established in March 1948 at Arya Samaj, Bikrampura, Jalandhar. And finally on April 07,1957, Sarvpalli Dr. Radha Krishnan, the then Vice President of India inaugurated the present campus. The college is affiliated to Guru Nanak Dev University and is working under the aegis of DAV College Managing Committee (DAVCMC), New Delhi. DAVCMC is the largest NGO in India devoted to imparting quality education based on the principles of DAV movement that converged the quintessential ancient Vedic wisdom and scientific temper, rationality and humanism, and faith and reason.

It is the **first college** of North India to get the status of '**College of Excellence'** by UGC. The college has been granted DDU Kaushal Kendra by UGC.The college has got highest scores among the category of affiliated women colleges twice, in NAAC accreditation.

Keeping in account the excellence in the field of imparting education, It has also been conferred twice by FICCI, **'Excellence in Creative and Performing Arts'** in 2019 and **'FICCI Higher Education Excellence Award'** in 2018**.** It has been awarded twice with the prestigious, **ASSOCHAM Education Excellence Award** in 2018 and 2017**.** The award aims at recognizing the excellent contribution of the institution in fostering affordable quality education and taking initiatives for social responsibility and nurture an atmosphere of Excellence. It was also awarded with the title of '**Excellent College Imparting Public Service Programmes in Punjab'** by Communication, Multimedia and Infrastructure in 2017. It has also been appreciated with **Flagship College Award** by Confederation of Education Excellence in association with ECONS for excellence in the field of academics, sports, extra-curricular activities, state-of-the-art infrastructure and research in 2017. The college has been declared as **an Excellent College** by **OUTLOOK magazine** in their edition on **India's Best Professional Colleges** in 2019**.**

Vision

Women education focusing on holistic development and empowerment.

Mission

Value oriented, skill based and globally competent education in sync with nation's march towards growth and prosperity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Glorious history of the institution, well earned reputation of being secular.
- Goodwill and credibility earned by the parent body, DAV College Managing Committee which is the largest NGO committed to the cause of education for more than a century.
- Visionary and farsighted local management committed to quality education and focused on sustainable development.
- Ideal location; excellent road and railway connectivity.
- Safe and secure environment.
- A wide range of programmes and courses with as many as 356 combinations of core and additional subjects.
- Consistently excellent results with maximum university top positions and distinctions.
- State of art infrastructure, amidst sylvan surroundings of a lush green campus.
- Academically brilliant, experienced, diligent, committed and dedicated faculty.
- Galaxy of notable Alumnae who have made the institution proud.
- Constant support of all the stakeholders.
- Institutional social responsibility and community tasks.
- Vocational and skill development Education.
- Student diversity on campus.
- Green practices of the institution.
- Well defined organisational structure with excellent work culture reflected through transparent and proactive administration and participative and decentralized management.
- Rich central library with a large number of books, journals and INFLIBNET and DELNET facility.
- Wide range of sports facilities.
- Well equipped hostels with best of the amenities.
- Value added short term courses.
- Innovative ICT enabled student centric teaching.
- Effective Mentor Mentee relationship.
- Effective feed-back, grievance redressal and ATR system.
- Large number of MOUs and linkages with industry partners, organizations and training partners.
- Alternative energy resources.
- Excellent student support with a large number of scholarships and freeship to deserving students.
- Heritage centre for promotion of Punjabi culture and language.
- Efficient internal and external auditing systems for financial, academic, administrative, energy, and green auditing.
- ISO certification.

Institutional Weakness

- Decrease in full time grant-in-aid posts.
- Affiliating university policy resulting in Insufficient research guidance by the faculty.
- Comparatively less number of teachers with Ph.D.
- Less number of CARE listed publications.
- Higher education policy of the government resulting in less research activities.
- Inadequate commercialization of intellectual property generated.

Institutional Opportunity

- Setting up of MHRD supported incubation Centre. and entrepreneurship start up centre.
- Research tie-ups to cover all the disciplines.
- eLMS – Two way communication.
- Boost up faculty exchange and student exchange programmes at national and international level
- To attract more organizations and institutions for international tie ups for online teaching and research.
- Promotion of Research at UG and PG level through RUSA funding.
- Setting up of Pramarsh Centre for NAAC mentoring.
- Inclusion of Faculty memebers as Experts in SWAYAM/NPTEL etc.
- To set a coperative centre for marketing of merchandize produced by departments of Design, Fine art and Fashion.
- Setting up of Community Radio by Mass communication department for providing hands on training to students.
- Tapping Government grant for setting up of one of its kind Sports Hub in the reigon/state

Institutional Challenge

- Exodus of youth from Punjab after10+2.
- Low unit cost of education offered by constituent colleges.
- Maintain state of the art infrastructure and best of the teaching faculty with less goverment support.
- Recruitment policy of Punjab Government for faculty.
- Ambiguity in post matric scholarship scheme for SC/ST students in Punjab.
- Mushrooming of large number of private universities in the region.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution is committed to imparting quality education leading to enhancement of employability and skill development of women. It is affiliated to Guru Nanak Dev University, Amritsar and the curriculum of all programmes is designed by the university and effectively delivered at the institutional level. Faculty members as representatives of college in university Academic Council, Faculty Council and Board of Studies, provide suggestions and inputs for designing and revising the new and existing courses respectively of the university. Besides the affiliated courses, in order to bridge the industry academia gap, the college offers various value added courses which are designed as per the requirements of the industry. Along with the regular teaching the institution also offers a plethora of platforms and learning portals to students. The students are encouraged to take up concurrent online courses through SWAYAM and NPTEL as well. The institution makes sure that the education imparted to the students is holistic and the curriculum is delivered innovatively and efficiently.

The process of curriculum delivery is well planned, documented, and transparent. The institution has devised methods and measures to ensure effective curriculum delivery. The institution prepares an academic calendar under the guidance of IQAC. Teaching workload is allocated by the HODs, keeping in view the specialization of the teacher. Weekly lesson plans are prepared and communicated to the students in classrooms and also uploaded on institutional website at eLMS in each semester. Teaching methodology is a balance of traditional chalk and talk method, and modern innovative ICT enabled pedagogy. The institution takes keen interest in continuous internal evaluation of the students across various parameters of development.

The institution also offers a range of value added diplomas, certificate courses,and short term courses for skill enhancement and holistic development of students. The institute is committed to the cause of gender sensitivity, environmental sustainability, human values and professional ethics. Curriculum of academic programmes along with certificate programmes run by the college sensitizes the students on such cross cutting issues.

An efficient feedback system that involves various stakeholders, helps to maintain the checking of effectiveness of curriculum design and delivery.

Teaching-learning and Evaluation

The institution primarily aims at empowering women by providing value based skill oriented globally competent education to them. Various effective and efficient teaching learning processes to attain threshold of excellence in academics have been evolved over the years. The institution has a broad spectrum of programmes and courses available for the students who come from diverse backgrounds.

The admission process of all the programmmes is transparent, non-discriminatory and impartial. Student diversity is rich as many students from other states, from rural and urban areas get admission in the college. The college has some divyang students on its rolls. Teacher–student and mentor-mentee ratio is optimum. Mentors are actively engaged in providing academic, psychological and general counselling to the mentees.

Well defined procedures and systems are followed by the faculty for identifying slow learners and advanced learners, and their needs are catered to as per their specific requirements. Special attention is paid to the needs of divyang students. The college has adopted Outcome Based Education. The Programme Outcomes (POs) and Course Outcomes(COs) are displayed on the departmental notice boards and also on college website. The college has devised a methodology for mapping of PO-CO on the basis of exit survey.

Teaching methodology is innovative and learning experience is enriched through ICT enabled, experiential and participative learning methods. Students are encouraged to enroll in MOOCs through SWAYAM and NPTEL and hone their skills as per global requirements by joining concurrent courses. The performance of students in university examination is always exceptional with a large number of university merit positions.

The institution maintains complete transparency in evaluation methods and examination related grievances of students are redressed immediately. Diagnostic and formative assessment is done before summative assessment for timely remedial measures. Remedial and bridge classes are conducted to cover the gap between existing and desired. Internal assessment is limited in university curriculum, thus mid semester tests, projects and seminars are evaluated for internal assessment. Feedback is efficient and helps in maintaining fair and transparent teaching-learning-evaluation system.

Research, Innovations and Extension

Research and innovation are the important areas that the college is working on. The College has signed MoUs and linkages with national and international institutions, industries, corporate houses and organizations for academic and research collaborations.The college has a dedicated research labs, start up lab with modern high precision equipment, IPR Cell, EDC and incubation centre for promotion of research, innovation and enterprenership.One patent has been published in Indian Patent Office, Mumbai by the faculty of Chemistry department.

Although the affiliating university does not allow the faculty to act as Ph.D. supervisors, yet some teachers have acted as Ph.D. co-supervisors in other universities during the assessment period. Ph.D. degrees have also been awarded to few candidates supervised by the college faculty. A number of major and minor research projects have been carried out by the teachers with funding from UGC, DST-STAR Scheme, NGO Pratham and industry partners. During the assessment period, the number of publications by the faculty in various journals including Scopus, WoS and UGC-CARE gained an impetus. A good number of books and book chapters in edited books bearing ISBN have also been published by the faculty.

The College is in the forefront in hosting a large number of international, national, regional conferences, workshops and seminars on Research Methodology, IPR, entrepreneurship and other related fields.

In line with the vision and mission of the institution,extension is the core area of the college. The extension activities circumscribe environmental conservation, community work and interactions, holistic development, value based education, creation of gender just society, health and nutritional care, educational sustenance, skill development, social service, career and entrepreneurial guidance and conserving the indigenous culture and values. The extension activities are carried out under the banner of NSS, NCC, Unnat Bharat Abhiyan (UBA) of MHRD, Red Cross Society, and Red Ribbon Society.

The institution has been recognized at various fronts for its extension activities and received a number of regional and national awards for the same.

Infrastructure and Learning Resources

The lush green campus of Hans Raj Mahila Maha Vidyalaya is spread over 28.6 acres of land interspersed with multi-building structure. There are five blocks: Arts Block and Swami Dayanand Library, the Science Block, the Vidyavati Anand Commerce and IT Block, the Skill Development Centre, and the Mahatma Anand Swami Performing Arts Block.

College is having 87 well-ventilated and well-maintained classrooms, 55 well-equipped laboratories, Radio Awaaz music studio, a media center and a total of 58 ICT enabled classrooms including smart classrooms ans seminar halls. Campus is holding one of the Richest Libraries of the Region, Swami Dayanand Library, equipped with 104614 books, 122 periodicals, DELNET Facility, Inflibnet Facility, Audio-Video aids, Talking books for visually impaired, AC reading rooms, a Peace Zone for meditation and reflection, Periodicals section, Book Bank area and a Centralized Computing facility.

The college has established itself as one of the best in the field of sports and cultural activities by holding great records. Our sports infrastructure is unmatched in region with facilities to cater to 18 outdoor and 7 indoor games including international level swimming pool. College Campus also harbors a Ragini Auditorium with huge sitting capacity of 1000 persons, SDC Conference Hall with a seating capacity of 185, IT Conference hall with a seating capacity of 80, Inno-Tech Conference Room with a seating capacity of 50, a Board Room, and an IQAC Room.

The college is equipped with latest Hi-Tech Technologies with 610 computers, 48 printers, 10 scanners and Wi-Fi facility with 55 Mbps bandwidth.

Campus Area is kept under 24/7 surveillance with CCTV Cameras for facilitating a secure environment for all the students. College is having a very systematic approach towards procedures and policies for maintaining

physical, academic and other support facilities. Dean Campus Maintenance ensures that every area, equipment and apparatuses in College Campus are kept intact and are well maintained.

Optimal utilization of the infrastructure is ensured and the college fulfills the social responsibility by sharing the infrastructure with other institutions, district administration, and NGOs.

Student Support and Progression

The college has a well founded and resourceful student support system. Besides offering all the scholarships under various government schemes, the college has a fair and just policy for scholarships under various institutional schemes and provides numerous generous scholarships to meritorious, needy, deserving, and differently-abled students. The institution also creates awareness and provides support to eligible students for applying and availing various government scholarships.

Student progression is our important concern. The institution ensures that capacity building and skill enhancement initiatives are taken for the benefit of students. Professional development courses, personality development programmes, motivational lectures, and workshops, are organized to enhance soft skills, communication skills and computing skills of the students. Yoga classes, lectures on health and hygiene awareness by experts help in developing life skills. Career counseling cell organizes various workshops and lectures to provide career guidance. Coaching classes for various competitive exams such as banking, railway, JRF, NET, CA, and SSC are also organized regularly in order to provide an impetus to student progression. Students have qualified many competitive exams like UGC, JRF, and IELTS etc. A significant number of our graduates and post graduates progress to higher education in reputed institutes and are well placed in teaching, accountancy profession and industry and many are succesful entrepreneurs.

Holistic development of the students is at the core of our mission. Our students regularly participate in various cultural and sports competitions and activities and have shown glorious results by winning a large number of awards, medals and recognitions at international, national, state, inter university levels. Student council works through various academic and beyond curriculum societies and acts as a link between students and administration. It engages the students in providing democratic governance and developing leadership skills.

The institution has a proactive Anti-Ragging Committee, a dynamic Anti-Sexual Harassment committee and an effective and time bound grievance-redressal mechanism to ensure safe, secure and stress-free campus life for the students.

HMV alumnae welfare association is a registered body, actively working since 2001. Our Alumnae provide various financial and non financial services for welfare of the institution.

Governance, Leadership and Management

The vision and the mission of the college is the guiding principle for the governance and the management of the college. With the core aim of holistic development and empowerment of women, the institution remains focussed at imparting value oriented, skill based and globally competent education. The management follows a decentralised and participative model of governance. With the constant engagement and consultation of all the stakeholders, the college has developed a perspective plan which is displayed on the college website.

With DAVCMC, Delhi at the top, followed by Local Committee, Principal, and IQAC, the governance is totally decentralized. IQAC plays a pivotal role in planning, and establishing systems and procedures through constant meetings with, and effective feedback from all the stake holders. Regular feedback and Action Taken Report system is maintained and documented by IQAC for improvement in various aspects of institutional operations and procedures. Being the nodal agency for institutionalising the quality assurance strategies for the institution, the IQAC is instrumental in conducting internal and external AAA (Academic Administrative Audit) regularly. Regular meetings of IQAC are held and documented. Annual action plan is prepared well in advance and Action Taken Report is generated at the end of the academic session. AQAR is prepared and submitted to NAAC well in time.

There is a well-developed, transparent and efficient Management Information System for admissions, examinations, and accounts. The institution has evolved effective welfare measures for teaching and non-teaching staff. The college follows the Performance Based Assessment Score (PBAS) for the faculty based upon UGC Regulations and performance appraisal of non-teaching staff based upon Annual Confidential Reports.

The college has established methods and procedures for mobilizing funds from different funding agencies like government resources, voluntary organisations, and philanthropic individuals and agencies. Optimal utilization of all resources is the key concern of the institution. There is a well-developed system of internal and external financial audit which is conducted by competent authorities regularly.

Institutional Values and Best Practices

Hans Raj Mahila Maha Vidyalaya is a women college. By providing education to women the institution is playing an important role in creating gender equity in the society. A lot of gender awareness programmes are organized to make women aware of their social, economic and legal rights.

The institution is committed to environmental sustainability and is continuously making efforts to reduce the carbon footprint by switching over to alternative energy resources like biogas and solar power. Solar power meets the college energy requirements to a large extent and the extra power thus generated is wheeled to the power grid.

The institution is conscientiously managing the waste. The college has vermicomposting unit, solid waste management unit and paper recycling unit. Waste segregation is done at source. Liquid waste, Bio medical waste, e waste is disposed off as per the norms of the Government of India.

Water table is going down in Punjab and the college is doing its bit by adopting water conservation measures. Rain water harvesting is being done through Seechewal method. There is ample green cover that facilitates natural ground water recharging. Green campus initiatives like banning of single use plastic and polythene bags in college, restricted entry of automobiles in the campus, pedestrian friendly pathways, landscaping with trees and plants have been taken to ensure a green and clean campus.

The institution maintains the quality of the green initiatives by undertaking green audit, energy audit, and environment audit.

The college has organized a number of green activities outside the college campus. The institution has lots of facilities for the divyang students. There is a provision for unhindered movement as all main facilities are

connected with ramps. The college runs a talking book preparation centre as well.

The overall ambience of the campus is secular, democratic and inclusive with celebration of cultural and regional diversity.There is a definite Code of conduct for employees as well as for the students which is duly displayed on the website.

Employees, students, and staff are regularly sensitized to constitutional rights and duties by organizing various functions. The important commemorative days are observed regularly.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HANS RAJ MAHILA MAHA VIDYALAYA
Address	Mahatma Hans Raj Marg, Jalandhar
City	Jalandhar
State	Punjab
Pin	144008
Website	www.hrmmv.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ajay Sareen	0181-2253710	9781532532	0181-2252436	hmv_jal@yahoo.co.in
IQAC / CIQA coordinator	Kanwaldeep Kaur	0181-2204198	9872668421	0181-2470146	kanwalbedi22@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	Yes Minority certificate.pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	07-04-1927

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Punjab	Guru Nanak Dev University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	02-08-2000	View Document
12B of UGC	02-08-2000	View Document

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

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1584533795.pdf
If yes, has the College applied for availing the autonomous status?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	19-03-2006
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	DPI Colleges Punjab
Date of recognition	01-01-1977

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Mahatma Hans Raj Marg, Jalandhar	Urban	28.6	23795.52

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	BCom,Commerce And Business Administration	36	Senior Secondary Exam	English,Hindi,Punjabi	375	243
UG	BVoc,Commerce And Business Administration	36	Senior Secondary Exam	English,Hindi,Punjabi	50	23
UG	BBA,Commerce And Business Administration	36	Senior Secondary Exam	English,Hindi,Punjabi	60	53
UG	BSc,Computer Science	36	Senior Secondary Exam	English	120	39
UG	BSc,Computer Science	36	Senior Secondary Exam	English	60	35
UG	BCA,Computer Science	36	Senior Secondary Exam	English	120	70
UG	BSc,Biotechnology	36	Senior Secondary Exam	English	40	37
UG	BVoc,Cosmetology	36	Senior Secondary Exam	English,Hindi,Punjabi	50	15
UG	BVoc,Multimedia	36	Senior Secondary Exam	English	50	15
UG	BDes,Multimedia	48	Senior Secondary Exam	English	11	11
UG	BVoc,Mass Communication And	36	Senior Secondary Exam	English,Hindi,Punjabi	50	8

	Video Production					
UG	BDes,Design	48	Senior Secondary Exam	English,Hindi,Punjabi	22	22
UG	BVoc,Fashion Designing	36	Senior Secondary Exam	English,Hindi,Punjabi	50	15
UG	BSc,Fashion Designing	36	Senior Secondary Exam	English,Hindi,Punjabi	38	38
UG	BFA,Fine Art	48	Senior Secondary Exam	English,Hindi,Punjabi	9	9
UG	BPES,Physical Education	36	Senior Secondary Exam	English,Hindi,Punjabi	49	49
UG	BVoc,Psychology	36	Senior Secondary Exam	English,Hindi,Punjabi	50	13
UG	BSc,Economics	36	Senior Secondary Exam	English,Hindi,Punjabi	43	43
UG	BA,Humanities	36	Senior Secondary Exam	English,Hindi,Punjabi	304	304
UG	BSc,Basic Sciences	36	Senior Secondary Exam	English	60	60
UG	BSc,Basic Sciences	36	Senior Secondary Exam	English	58	58
PG	MCom,Commerce And Business Administration	24	B.Com BBA	English,Hindi,Punjabi	64	64
PG	MSc,Computer Science	24	Graduate with Computer Science	English	30	7

PG	MSc,Computer Science	24	Graduate with Computer Science	English	30	6
PG	MSc,Bioinformatics	24	Graduation in Science	English	10	10
PG	MSc,Botany	24	B.Sc. Medical	English	29	29
PG	MSc,Chemistry	24	B.Sc. with Chemistry	English	20	19
PG	MVoc,Multimedia	24	Graduation in any stream	English	50	15
PG	MA,Mass Communication And Video Production	24	Graduation in any stream	English,Hindi,Punjabi	60	10
PG	MSc,Fashion Designing	24	Graduation in any stream	English,Hindi,Punjabi	12	12
PG	MA,Music Vocal	24	Graduation in any stream	English,Hindi,Punjabi	60	10
PG	MA,Music Instrumental	24	Graduation in any stream	English,Hindi,Punjabi	60	0
PG	MSc,Mathematics	24	Graduation with Mathematics	English,Hindi,Punjabi	60	18
PG	MA,Political Science	24	Graduation in any stream	English,Hindi,Punjabi	60	6
PG	MA,Punjabi	24	Graduation in any stream	Punjabi	60	7
PG	MA,English	24	Graduation in any stream	English	60	19
PG	MA,Hindi	24	Graduation	Hindi	60	12

			in any stream			
PG Diploma recognised by statutory authority including university	PG Diploma, Commerce And Business Administration	12	Graduation in any stream	English,Hindi,Punjabi	50	11
PG Diploma recognised by statutory authority including university	PG Diploma, Computer Science	12	Graduation in any stream	English	50	0
PG Diploma recognised by statutory authority including university	PG Diploma, Computer Science	12	Graduation in any stream	English	40	20
PG Diploma recognised by statutory authority including university	PG Diploma, Cosmetology	12	Graduation in any stream	English,Hindi,Punjabi	50	20
PG Diploma recognised by statutory authority including university	PG Diploma, Fashion Designing	12	Graduation in any stream	English,Hindi,Punjabi	50	16

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				13				18
Recruited	0	1	0	1	1	12	0	13	3	15	0	18
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				25				85
Recruited	0	0	0	0	6	19	0	25	13	72	0	85
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				36
Recruited	10	1	0	11
Yet to Recruit				25
Sanctioned by the Management/Society or Other Authorized Bodies				105
Recruited	78	27	0	105
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	2	12	0	3	10	0	28
M.Phil.	0	0	0	0	11	0	0	8	0	19
PG	0	0	0	5	8	0	5	18	0	36

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	7	0	7
M.Phil.	0	0	0	0	0	0	0	7	0	7
PG	0	0	0	0	0	0	7	38	0	45

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	2	0	2
PG	0	0	0	0	0	0	0	14	0	14

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	3	7	0	10

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
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	65	2	0	0	67
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	63	2	0	0	65
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	2727	235	0	0	2962
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	401	45	0	0	446
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	80	0	0	0	80
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	521	425	411	362
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	2	4	4	6
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	131	194	166	192
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	728	839	892	932
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	153	79	125	69
	Others	0	0	0	0
Total		1535	1541	1598	1561

3. Extended Profile

3.1 Program

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

2018-19	2017-18	2016-17	2015-16	2014-15
1225	1101	1106	1104	1074

File Description	Document
Institutional data prescribed format	View Document

Number of programs offered year-wise for last five years?

2018-19	2017-18	2016-17	2015-16	2014-15
45	35	33	33	33

3.2 Students

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3540	3583	3921	4198	4600

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
807	702	706	629	680

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
1164	1113	1326	1142	1431

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

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
142	134	140	149	155

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

Number of sanctioned posts year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
142	134	140	149	155

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

3.4 Institution

Total number of classrooms and seminar halls

Response: 87

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

2018-19	2017-18	2016-17	2015-16	2014-15
1619.84	1649.89	1698.92	1215.89	1261.93

Number of Computers

Response: 560

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 institution is permanently affiliated to Guru Nanak Dev University, Amritsar.The College has devised a well planned and documented process to ensure effective curriculum delivery.

Academic Calendar

The academic calendar for the upcoming session is prepared in the meeting of IQAC held in the last quarter of previous academic session. It is then incorporated in the information brochure and uploaded on college website.

Workload Allocation

The Heads of Departments convene a meeting of their respective faculty and allocate the work load as per their specialization and experience. The workload is communicated to Dean Academics, who then in consultation with the Principal and the Faculty Heads, decides the number of ad-hoc teachers, guest faculty, and adjunct faculty required for the upcoming session.

Time-Table

The Time Table Committee in consultation with Dean Curriculum Coordination frames the department wise time table keeping in view the subject combinations offered by the institution. The time table is communicated to the students in Induction Programme held on the first day of the session. The time table is displayed on the departmental notice boards and also uploaded on the college website. Room wise time table is also displayed outside the respective classrooms.

Teaching Plan and Delivery

Decision regarding the quantum of syllabus to be finished before a stipulated time frame is finalized in the Departmental Meetings. Week wise lesson plans along with pedagogy for the entire semester are prepared, uploaded on eLMS and communicated to the students in classrooms also.

In order to make curriculum delivery effective, Induction Program is conducted for the newly appointed faculty in the beginning of the session by IQAC in which they are apprised of various pedagogical tools. Student centric methods like power point presentation, seminars, conferences, field visits, internships, capsule courses, guest lectures, films, audio programs, industry-academia interface etc are adopted. Important dates for filling forms for various concurrent programs like SWAYAM and NPTEL; are conveyed through mentoring groups, displayed on departmental notice boards and Information Corner. Peer mentoring is also encouraged through group tasks.

Curriculum based e-modules and recorded video lectures of the faculty are available to students through eLMS. Experiential learning through hands on training, workshops, and laboratory sessions is provided. Facilities like INFLIBNET and DELNET are also available along with plethora of books and journals in library. Teachers are assigned for guiding seminar and project work. Talking books are recorded and edited in 'DRISHTI-cell for physically challenged and are made available to print disabled students.

The subject societies like the Computer Club, Budding Brontes, Planning Forum, Freudian Psychological Society, C.V. Raman Science Society, Commerce Club, History Association, Political Science Forum, Punjabi Sahit Sabha, Hindi Sahitya Parishad etc. plan co-curricular events like curriculum based Quiz Competitions, Lec-Dems, Debates, Nukkad Nataks, Essay Writing Competitions, and extension activities in which students participate with full gusto.

Academic Administrative Audit of all departments is conducted internally by the IQAC and also by External Experts at the end of teaching session to ensure that curriculum is delivered effectively.

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

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

Response:

The institution aims at holistic development of the students and therefore takes keen interest in Continuous Internal Evaluation of the students across various parameters of development. Besides the pursuit of excellence in academics, we also envisage the pursuit of excellence in moral, ethical, physical, and social development with environmental sustainability at the core. Keeping in mind these factors the college prepares a comprehensive academic calendar and a planner mentioning relevant academic information and important days.

The college follows the academic calendar of the affiliating university for examination, assessment and evaluation, sports trials, youth festivals, the details of which are provided to the students at the college website with links to the university website. The information is provided to the students through the academic calendar at the time of orientation. Academic calendar is also published in the Information Brochure and uploaded on the website.

Faculty in consultation with their respective HODs decide the projects and seminars to be given to the students and dates by which the marks are to be submitted to the office. These dates are adhered to during each semester. In the odd semester, the Mid-Semester Examination is conducted either in the end of September or in the beginning of October, depending upon the Youth Festival dates. In the even semester the examination is conducted usually in the end of March. The dates for submission of assignment and declaration of marks are displayed on departmental and Information centre notice boards by the Examination Committee. After the results are declared then remedial classes are planned and organised. Preparatory holidays of one week are given to the students prior to examination for self-study and problem

solving. During the preparatory the teachers remain available in the college to address the exam related queries of students.

Besides information about the formal evaluation, the academic calendar also carries information regarding general orientation programme, admissions, section formation, change of subject allowance dates, scholarship application dates, talent hunt, identification of slow learners by the teachers, formation of mentoring groups, Freshers' party, NCC and NSS induction dates, planning of co-curricular activities by the subject societies and clubs, Health check-up camps, fee concession interviews, Installation of various student bodies like student council, discipline committee and Hostel committees, Add on courses, HMV Advantage Workshops dates, Swacchhta Pakhwara, celebration of days of National and International importance, sports day, youth festival, trade fair fiesta, fashion show, annual convocation, annual awards day, gratitude day, farewell parties for the UG and PG classes, college foundation day celebration and Mahatma Hans Raj day celebration. The academic calendar is strictly adhered to in letter and spirit.

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

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

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

1.2 Academic Flexibility

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

Response: 44.44

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

Response: 20

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: 115

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

2018-19	2017-18	2016-17	2015-16	2014-15
30	26	24	21	14

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: 56.23

1.2.3.1 **Number of students enrolled in value added courses (beyond the curriculum) offered year-wise during last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
4586	1790	1569	1479	1215

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:

The curriculum is offered by the affiliating University to which the college adheres. However, the syllabi offered do touch upon issues like Gender, Human Values, Environment and Sustainability in various subject curricula. Along with the programmes offered by the university, the college also offers certain Add on Courses, Short term Courses and organizes Workshops, Conferences, Seminars and other co-curricular activities that endeavor to integrate the crosscutting issues relevant to the above mentioned aspects.

Women Empowerment Cell, Environment Club, Innovation Cell, Planning Forum, Mahatma Hans Raj Samvedna Samiti, NCC, NSS, Financial Helpage Society, Freudian Psychological society, Drishti-Cell for physically challenged, and Arya Yuvti Sabha are actively engaged in such activities which enable the students to be socially responsible citizens.

Professional Ethics

Professional ethics is core of all teaching and learning activity. Professional ethics is a part of curriculum of Cosmetology, Commerce and Psychology. The Code of Professional Ethics is displayed on college website, and communicated to students at the time of preparing seminar papers, and project reports.

Gender Sensitivity

Gender concerns form an integral component of the curriculum of Languages and Sociology. Participatory activities like poetry recitation, poster making, street plays, role plays organized by the subject societies focus on relevant gender issues. 'Dhiyan di Lohri' is celebrated by Heritage Society to welcome the birth of girl child against gender stereotype. Women empowerment cell celebrates both International women's Day as well as International Men's Day.

Human Values

Human Values form the core of our focus and the curriculum is delivered keeping truth, non violence and justice to all, at the centre of teaching and learning. Human Values are part of curriculum of Fashion Designing, Political Science, Home Science, Languages and Psychology. Short term Courses on Life Skills, Human Values, Vedic Chetna and Workshops on stress management; all contribute to inculcation of human values. Dean Vedic Studies regulates activities related with Vedic Adhayan, moral education and weekly Havan. Debates, Declamations, and Seminars are organized on thinkers like Swami Dayanand, Swami Vivekanand, and Guru Nanak. Gandhian Chair organizes seminars, competitions and conducts

research projects related to Gandhian thought. The Hand Book of Human Values is displayed on college website.

Environment and Sustainability

Environmental Studies is a compulsory subject at undergraduate level. Institution also offers certificate and diploma program in Organic Farming. There is cross reference of environmental issues in curriculums of Languages, Political Science, Economics, Zoology and Botany, Various seminars, conferences, workshops are organized to address the issues of global sustainability. Green Diwali, Ecofriendly Holi, Food Forest 'AtulyaVatika', Tree Plantation Drives, segregation of bio-degradable waste, designing eco-friendly fashionable attires, are some of the activities that students from various departments undertake. Celebration of Earth Day, National Science Day, World Sparrow Day, International Water Day by the subject societies are observed to inculcate environment consciousness. Students are made aware of in-house projects based on Rain Water Harvesting Units, Solar Lights, Composting Unit, Vermicomposting Unit, Biogas Plant, Paper Recycling Unit and Solid Waste Management Plant.

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](#)

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

Response: 33.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
423	376	376	366	345

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

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

Response: 68.62

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

Response: 2429

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*
E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

File Description	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**

E. Feedback not collected

D. Feedback collected

C. Feedback collected and analysed

B. Feedback collected, analysed and action has been taken

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

File Description	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: 67.44

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

2018-19	2017-18	2016-17	2015-16	2014-15
1535	1541	1598	1561	1839

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

2018-19	2017-18	2016-17	2015-16	2014-15
2780	2378	2262	2246	2387

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

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
807	702	706	629	680

File Description	Document
Average percentage of seats filled against seats reserved	<u>View Document</u>
Any additional information	<u>View Document</u>

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:

At the time of admission, the counseling desk offers psychometric testing facility for assessment of student's intelligence, aptitude, interest and personality. In the beginning of semester, first year students participate in an orientation programme in which they are apprised of all the systems and procedures of learning and evaluation. Class room interactions, mentor-mentee interface, and tests are the key methods of determining learning levels of the students. The diagnostic assessment is done by the teachers by analyzing percentage in the qualifying examination. Class tests, group discussions, quizzes and aptitude tests, held in first month of odd semester further clarify the status of the student. The assessment of learning levels is further followed up by mentoring teachers, and they keep a record of their progress which clearly indicates learning levels of students, thus facilitating the operational methodology for proactive formative assessment.

After diagnostic analysis, the formative assessment on the basis of understanding of subject matter is carried out. Tests are designed for students of different learning capabilities. Faculty instructs students on daily basis and conduct periodic assessments to determine the learning progress of the students to meet expected learning standards.

For slow learners remedial and bridge classes with specified syllabus are organized and fundamentals of some technical and difficult subjects are taught to bridge the gap between the students of diverse learning capabilities. The queries of slow learners are handled in extra classes and their weakness and strengths are thoroughly worked upon before summative assessment. They are constantly and strategically motivated in mentoring sessions for working hard for procuring good results in summative assessment.

Advanced learners are paid special attention for performing exceptionally well in university examination. They are encouraged to enroll in concurrent courses in MOOCs offered by SWAYAM and NPTEL. They are associated with research projects carried out in different departments and their research output is published in reputed journals and conference proceedings. They are motivated to participate and present papers in seminars and conferences. They are also encouraged to attend workshops and short term training programs conducted in college and other institutions. They are also enrolled in competitive examination guidance classes, and their output is noticeable by increase in number of students clearing various competitive exams such as NSE, JRF, NET, CA, Banking, and IELTS. The college takes credit for the highest number of merit positions in the results declared by Guru Nanak Dev University year after year. The impact of efforts made has significantly improved college results, which is always higher than university pass percentage.

Dean equal opportunity supervises the progress of the students with special needs. The students are also provided peer support. The students with other special needs are provided with an appropriate learning environment with the support of peer learning and modification of teaching methods based on their specific needs. The academic requirements of such students are identified in the very beginning in consultation with their parents and if required the technological support is provided.

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

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

Response: 24.93

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:

The college follows a student centric approach and the interest of the student is kept at the centre of all policy making and decision taking. Classroom teaching is substantiated with ample experiential exposure to the real world.

The college has adopted amalgamated approach by integrating conventional teaching with technologically stimulating methodologies. Field trips, educational excursions, industrial visits, projects, internships, seminars, webinars, online sessions, workshops and interactive sessions are organized to facilitate experiential learning. Some programs have experiential learning component in their curriculum, however many other programs are made unique by including this, beyond curriculum. The industry visits, site visits, surveys, guest lectures are regularly conducted on the latest developments in industry. The college has also evolved student centric methods through innovation and incubation cell. The students are also trained for content writing for press, college magazines, and research journals.

Group discussions, role plays, mind maps, paper presentations, audio visual presentations, brain storming activities, flipped class rooms, fish bowl teaching and Socratic Method of learning are extensively practised to encourage participative learning. The teachers in these activities complement the activities as facilitators and the teaching approach is reciprocal and not linear.

Problem solving methods are taught to the students by engaging them in group tasks or group projects.

Activities that facilitate problem solving are carried out in the classrooms. Mock drills and simulations help students to perceive real time situations and improve their problem solving skills and analyzing ability.

Students are continuously engaged in current issues and challenges existing in their respective disciplines, and are encouraged to discuss them in various college activities. Departments organize training programs, round tables, colloquiums, lecture cum demonstrations, practicum that also involves students in problem analyzing and solving. Exposure to industry experts, social activists, practicing scientists, entrepreneurs, NGOs and artists of national and international eminence inculcate a spirit of enquiry, a zest for innovation and the willingness for adaptation of ideas to recognize and find need based solutions to the challenges posed to the contemporary society. Active participation of students in Model United Nation Conferences, Mock Parliaments, Youth Parliaments and Youth Forums help students in dealing with real world challenges and participating in finding solutions to them. The students participate in community work in collaboration with NGOs, District Administration, MHRD projects: like Unnat Bharat, Swachhta Pakhwara, Each One Teach One, and Literacy Missions.

Besides the regular curriculum, the students are engaged in value added courses like ICT and multimedia based interactive learning programs. Science departments collaborate with Pushpa Gujral Science City, IT Departments collaborate with IT organizations, Multi Media and Mass Communication students get internships at media houses and work with them round the year. The Department of Fashion Designing has an MOU with the District Municipal Corporation for training women self-help groups in making eco-friendly bags. Cosmetology department is supported by VLCC, Matrix, Orane, Ritu Kolentines, 99 degree salon and Lakme India for training and support. The College has a large number of MOUs with the partner industries and organizations for training and support.

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

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

Response:

Recognizing the dynamic role of ICT in effective teaching learning process and expansion of educational opportunities, the college uses a diverse set of ICT tools to communicate, create, circulate and manage information. The college provides wide range of educational services to deliver knowledge to the students by using a variety of approaches, for example, the college has the provision of ICT enabled classrooms and smart classrooms, LCD Projectors, e-Books, E-Pathshala, digitalized library, audio-video tools, which foster interest and encourage inquisitiveness among students thus making teaching effective and teaching-learning process more fulfilling by building the learner-centric environment. Instead of one way flow of information, the students are actively involved in preparing Power Point Presentations, use of e-resources for writing of seminar papers and project reports and other assignments. Students are motivated to join concurrent online courses through SWAYAM and NPTEL. Video Conferences and Lectures through Skype by experts and scholars are also organised for the students. Desk tops, laptops, pen drives, digital

cameras, microphones, i-pads, and other ICT tools are extensively used by teachers and students.

Training of the teachers in ICT is conducted in the college to update their ICT skills and enable them to use latest technology, thereby enhancing their competence and skill in handling of the ICT tools. The PG Department of Computer Science and IT organises Faculty Enrichment Programme for the faculty every year. The students as well as teachers are trained in handling of ICT Tools, information is provided about various library softwares, MS Word, MS Excel and Power Point Presentations. All the faculty members as well as students at Master's level are also registered with INFLIBNET to support learning, research and academic pursuit. The college has been making continuous efforts to improve its IT infrastructure and facilities according to the technological advancements.

HMV E-Learning Management System (eLMS) includes an e-media center; a number of video lectures; lesson plans and e-modules uploaded by the faculty which are structured as per the curriculum. Students have free and easy access to the information. The modules and video lectures provided in the system help in creating blended learning. Through e-lesson plans the students can look up and find out the extent of syllabus to be covered on a particular day and the teaching methodology to be used, this helps them come better prepared in the class. Educational material, including textbooks, periodicals and a variety of other print and non-print materials have been made available to the students through eLMS.

To add to the academic as well as professional competency of the students, subject specific softwares such as Adobe Photoshop, Corel Draw, 3D-Max, Mudbox, Wilcom, Ned Graphics, Richpiece, Auto CAD, Adobe Illustrator, SPSS, Matlab, UV-IR Database, Tally, Audacity, Quark Express, Fashion and Textile Studio, Garment CAD, Garment Grading System, Pattern Design System, Garment Marker System, Cubase Pro 9, MOE-ACA-ANS The Molecular Operating (MOE) are provided, in coherence with the curriculum offered. ICT practices corroborate with vision of the college of providing skilled based globally competent education.

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

Response: 24.93

2.3.3.1 Number of mentors

Response: 142

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: 100

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
Any additional information	View Document

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

Response: 21.94

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**

2018-19	2017-18	2016-17	2015-16	2014-15
35	33	32	31	26

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: 11.95

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

Response: 1697

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:

Following the guidelines issued by the affiliating university, college maintains a structured and an explicit internal assessment system.

Direct internal assessment: The University has no provision for internal assessment in the form of any credit in the maximum marks for any of its courses except for B.Sc. Fashion designing in which marks are allotted on the basis of attendance, file work, practical efficiency and participation in departmental activities (20% each). The process of assessment is transparent as the students sign on their monthly attendance in the teacher's register, practical assignments are clearly defined in terms of assessment, and the results are displayed on the notice board.

Indirect Internal Assessment carrying weightage in the maximum marks of respective courses: The affiliating university has a provision for evaluating students internally in certain courses through a seminar paper or project work. The students are guided about the structure, format and the ethics involved while working on a project report or presenting a paper.

For the students of B.Com, B.B.A, M.Com, M.Sc. Botany, M.Sc. Bioinformatics and PG Diploma in Business Management, the assessment is in the form of a Seminar Paper. The students are informed well in time about the seminar/project dates and evaluation parameters. Topics are chosen by the students in consultation with their teachers. Seminar Schedule/project submission schedule is put up on the notice board. The awards are submitted to the HODs for moderation, which are then timely uploaded at the university portal.

The second year students of B. Design and B. Design (Multimedia), have to submit a Project Report in each semester on the basis of all the softwares taught during the semester.

Indirect internal assessment: The mechanism of internal assessment at the institutional level is transparent and robust in terms of frequency and mode. The schedule of mid semester tests is displayed in academic calendar and college website, this makes the system totally transparent. Variety of testing

techniques like routine class tests, assignments, quizzes, projects, and surprise tests are also conducted by the faculty to judge the learning echelon of students. Mid semester tests are conducted in perfect consistency with university pattern. The question papers are set as per guidelines of university and the answer scripts are evaluated and distributed with correction notes. Special tests are conducted for students participating in NCC camps, youth festival and tournaments. The impact of remedial classes in the performance in mid semester tests is particularly evaluated in terms of effectiveness of applied methodology. The formative assessment is used as a tool for improvement in summative assessment.

The awards are submitted online at college examination portal. The examination result and attendance details of students are sent to their parents as SMS and letters. Examination related grievances are handled by examination grievance redressal committee for exams. The students who remain absent in house tests have to submit examination leave along with documentary proofs; otherwise they are answerable as per rules of college examination committee.

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

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

Response:

To maximize transparency and efficiency in examination related grievances, the college has a Dean Examination, appointed by the Principal, during examinations, the Dean acts as the Controller of Examination and looks after the entire system of examinations. The internal and external examination and the re-appear schedule is communicated to the students by displaying the date sheet on college website, information corner of the college as well as circulation through WhatsApp groups by the mentors.

For the grievance regarding mid-semester tests, the students can complain about any aberration in the result, within two days of declaration of result to the concerned faculty. If the grievance is still unresolved, she can contact the concerned HOD, HOD would look into the matter, resolve, and incase the grievance is against HOD, she can contact Dean Examination. However, if the student is still unsatisfied, she can contact the Principal, who is the highest authority to resolve any issue related to the internal examination. The awards and the attendance details are sent to the guardians of the student as SMS and letters. The students are informed regarding the requisite formalities of assessment of project reports or seminars papers (wherever required) by putting up the details on the main information board as well as departmental notice boards, well in time. They are assigned guides for project works and given deadlines for completion of various stages of the project work. The HOD monitors the completion of the work and ensures that the deadlines are duly followed. Every project, seminar, and assignment is time bound and rules for evaluation are conveyed to the students well in advance. Any grievance regarding projects, assignments, and internships, is resolved by the Examination Grievance Redressal Committee in presence of the concerned teacher and HOD. The committee promptly deals with mistakes or errors related to attendance or assessment of the students.

At the class evaluation level, the mentors take care that the students share their issues and after the mentoring sessions the grievances are reported by the mentoring in-charge to the Principal within the stipulated period of three days. A meeting of the concerned HOD, Mentoring Head and the Principal is held to resolve the issue within a week.

During the Semester Examinations, conducted by the affiliating university, GNDU, discrepancies related to examinations are properly and timely attended to and the university is contacted for early redressal. Grievances related to the University Examination are taken on priority basis and within the time limit of three working days, are sent to the concerned university authority. The grievance related to setting of the question paper is dealt with immediacy and the letter regarding the discrepancy is sent to Controller of Examination, GNDU, Amritsar, on the same day. For the result related grievance, the University provides a window period of 21 days after the declaration of results for applying for re-evaluation.

File Description	Document
Any additional information	[View Document](#)
Link for 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:

The course content for undergraduate and postgraduate programs is assigned by Guru Nanak Dev University, Amritsar. The concept of Outcome Based Education (OBE) in terms of knowledge, understanding, skills, attitudes and values was addressed in external academic administrative audit in session 2017-18. The college adopted OBE as reference point to formulate graduate attributes and qualification descriptors. This has enabled students, parents and employers to understand the nature and level of learning outcome. The aim of OBE is to maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness as per vision and mission of college. POs were derived from the education policy of India, keeping in mind the articulation of essential learning outcomes associated with programmes of study. COs were derived from course content of affiliating university. The faculty in consultation with HODs has devised COs corresponding to scrupulous knowledge level of each course, which was later approved by Academic Council and IQAC of the college.

The POs and COs for vocational courses under DDU-Kaushal Kendra and Community College are aligned with qualification packs (QPs) of Sector Skill Council (SSC) of India as per guidelines of National Skill Qualification Framework (NSQF).

The PO and COs are communicated to students and teachers through different means:

The POs and COs are shared by the HOD with all the teachers so that they can plan their teaching lessons

as per the desired outcomes.

Syllabus: The courses of all programs have well defined COs, which are displayed on college website. The hard copy of course content and COs is also available in departments for reference of faculty and students.

Website: The CO-PO document is available on college website. The course content of all courses is also displayed on college website.

Information brochure: The information brochure contains possible programs outcomes in terms of employment potential of each program for better perception of students before opting of a particular program.

Library: The CO-PO information is available in Library for easy access to students and faculty.

Departmental notice boards: Department specific COs and POs are displayed on departmental notice boards.

Mentoring groups: The COs and POs are constantly shared and discussed in mentoring groups.

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

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

Response:

There is a structured and efficient mechanism for attainment of the Programme Outcomes (POs) and Course Outcomes (COs) in the college. The IQAC of college follows a specific and systematic methodology for the success of the same.

Direct attainment is evaluated on the basis of result of Mid-Semester and Final Semester Examination conducted by college and university respectively. CO attainment is evaluated through assignments, seminars, viva voce, etc. Routine evaluation is done by oral/written tests in class room. The Mid-Semester Examination and the written class tests are conducted according to the examination pattern followed by the affiliating university to help the students to prepare and perform better in the final examinations. The CO attainment in terms of analytical and creative thinking of students is carried out by project review committees, models, charts and PPTs of original and novel ideas.

Indirect attainment is evaluated through graduate exit survey methodology. PO mapping for PG classes is carried out by getting exit feedback-PO correlation on Likert scale. PO attainment level is fixed arbitrarily in consultation with IQAC. The measured percentage of each PO is calculated and attainment is

determined quantitatively. PO-CO mapping is carried out by using correlation level 3-1 corresponding to high, medium and low level of PO attainment. A qualitative analysis is done on the attainment of COs for the course by the faculty after course completion. The observations, actions taken and actions that are needed to be taken and recommendations are reported to IQAC as a part of CO analysis.

In each course, the level of attainment of each PO is compared with predefined targets after the end semester examinations and COs are evaluated on the set of attainment levels. The PO attainment for courses under NSQF is evaluated by Sector Skill Council of India (SSC). The analysis of these surveys helps in finding the weak areas towards attainment of POs, which are then worked upon by the IQAC.

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

2.6.3 Average pass percentage of Students during last five years

Response: 92.28

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

2018-19	2017-18	2016-17	2015-16	2014-15
1010	1025	1206	1364	1331

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

2018-19	2017-18	2016-17	2015-16	2014-15
1164	1113	1326	1442	1431

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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: 63.01

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)**

2018-19	2017-18	2016-17	2015-16	2014-15
9.93	8.03	20.34	17.16	7.55

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

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

Response: 0

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

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

Response: 18.56

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	3	5	2	2

3.1.3.2 **Number of departments offering academic programes**

2018-19	2017-18	2016-17	2015-16	2014-15
23	20	18	18	18

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

3.2 Innovation Ecosystem

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

Response:

The College ardently aspires to cultivate the spirit of innovation and has established Innovation Centre, IPR Cell, Entrepreneurship Development Cell, Skill Development and Incubation Centre Along with Research Promotion Cell to support initiatives for conception and transfer of knowledge. The e-media centre of the college woks for e-dissemination of knowledge amongst the students.

Innovation centre:

- The Institution works under the aegis of Innovation Cell-MHRD to create and disseminate innovative solutions.
- Innovative ideas of students are nurtured through various events like Entrepreneurship Workshop organised in collaboration with IIM Indore, Punjab Startup Yatra Bootcamp, International Business Plan Competitions at IIM, Indore and IIM, Kozhikode.
- The Start-up Lab equipped with high precision instruments has been set up for the benefit of students of the college as well as scholars from other institutions at nominal fee. Scholars analyzed synthesised organic samples, nanoparticles, thin films etc. in Start up Lab.

Skill development and incubation centre: Micro-entrepreneurial skills are taught to students through various value added programmes, short term courses and camps on skill-based programmes like fashion designing, cosmetology, multimedia, web-technology, screen printing, block printing, flower making, paper craft, decorative bag making, jewellery designing, adobe photoshop, Maya Software, medical lab technology, organic farming, photography etc. 'Earn while you learn' scheme is successfully implemented through tailoring, waste paper bag making and library data entry work. The Fashion Design and Cosmetology Departments employ skilled students in the college boutique, saloon and provide support to students and ladies of self help groups for startups. Professional assistance to make enterprise successful is also provided.

Research Promotion Cell: National and International events are organised to kindle the spark of research

amongst the students. The Cell publishes edited books and journals and promotes research projects by the faculty and students. Research labs are well equipped with IBM Xeon Server, High-end open source as well as paid software including GROMACS, Auto Dock, MOE, ReCore, Matlab, and SPSS. Students pursue innovative research projects at institutes like IISc, Bangalore. Work on Biofuels and Brassinosteroids, has been done by the college faculty from local plants under UGC-MRP.

IPR Cell: The cell has conducted seminars and workshops for the faculty and students to enhance research and patenting culture and also encourages filing of patents. Faculty from Chemistry Department has published patent entitled "Surfactant Modified Eucalyptus Bark as a Novel Adsorbent for Removing Basic Dyes"

Entrepreneurship Development Cell: Regular EDC programs are organized to create entrepreneurial culture in academic institution to foster growth of innovation and entrepreneurship amongst the faculty and students. Success stories of college alumni and students working as entrepreneurs motivate others to follow the line.

E-media Centre: The centre works to make e-content developed by college faculty freely accessible to the students. e-TREE (The Repository of Ecological Explorations), a unique venture of the centre has made information regarding flora and fauna of the college accessible on smart phones of all the students. HMV Newsapp developed by the centre keeps students and faculty abreast about all events and activities of the college.

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

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

Response: 73

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**

2018-19	2017-18	2016-17	2015-16	2014-15
18	12	12	15	16

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: 1.67

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

Response: 5

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

Response: 3

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
URL to the research page on HEI website	View Document

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

Response: 1.08

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	27	33	39	41

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: 1.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
56	41	51	61	54

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:

A number of extension activities conducted in the college-campus, nearby localities, city and 11 villages adopted by the college have earned appreciation for the volunteers; brought a positive change in the work areas and sensitized the students deeply about social issues.

Under Unnat Bharat Abhiyan, five villages were adopted for drug-abuse prevention, tree-plantation, stubble-burning prevention programs. There was no stubble burning in these villages. Students voluntarily worked as Drug Abuse Prevention Officers for door-to-door crusade in villages and were also applauded for their work. Members of Psychology Department give honorary counseling in drug-deaddiction centres. 33 students participated in drug-free India campaign at Chandigarh. Two active NSS units with 200 volunteers adopted five villages. NSS has organized free medical camps, gender awareness, first aid programmes, cleanliness campaigns in village Gakhal. Awareness efforts resulted in many rural girls opting for higher education. NSS volunteers devoted 100-hours for swacchta in village Jandusinga during summer vacations and cleaned cremation-grounds, bus-stops, schools, panchayat-ghars and painted walls with social messages. Wall painting, cleanliness, drug-addiction prevention rallies, solid-waste segregation work was successfully done in other villages like Pachranga, Karali, Sudana and earned appreciation from the village community. 60 NSS volunteers carried out ASER-19 (Annual Status of Education Report) Survey in 19 villages of Punjab to assess rural children of age 5-16 on one-on-one basis for their basic reading and arithmetic abilities. NCC volunteers adopted village Bidhipur for welfare activities.

20 NSS volunteers coached primary students of Government School for two months and significantly improved their reading and arithmetic skills. NSS and NCC cadets have a special bond with residents of neighbourhood Apahaj Ashram. Students regularly donate artices and celebrate festivals with them. NSS with NGO Shakti Foundation sent relief to Kerala flood-victims. NSS volunteers were honoured for participation in Tandurust Punjab Mission on Independence Day-2019. NSS volunteers cleaned nearby areas and created a wave of cleanliness with their slogan Koode-Ke-Virudh-Ek-Yudh. Innovation Cell and

Municipal Corpotration Jalandhar, organised Kalasirjan-2018, the first wall Graffiti interschool competition and Jashan-e-Hunar, a capacity building programme for the Safai Karmacharis. Awareness rally regarding Income Tax was taken out by the students. Thousands of students participated in the campaign 'Helmet Pehniye, Surakshit Chaliye. Visually-challenged persons of the neighborhood community and nearby districts benefitted immensely from workshops organized on Android training and e-text preparation in the college. More than 500 talking-books were recorded and distributed. Charity musical-evening was organized to raise funds for welfare of visually challenged. Students cleared garbage-dump outside the college and planted trees to develop the first food-forest of the region and placed water-piaus for community. HMV-chowk was refurbished with gender-sensitization slogans by Department of Fine Arts. The institution offered free education to the girls from families of Pulwama martyrs.

Student participants of various clubs and societies contribute to society through campus-activities like:

- free distribution of neem seeds, sanitizers
- planting and adopting trees
- gratitude to supporting staff through "Prati-Aabhabr"
- "Prayas" boxes for providing free books
- making bird houses and feeders
- health check-up, blood-donation camps
- eco-friendly celebration of festivals.

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

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

Response: 23

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.**

2018-19	2017-18	2016-17	2015-16	2014-15
14	4	2	2	1

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 outreached Programmes conducted by the institution through NSS/ NCC/ Red Cross/ YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc.) and / or those organised in collaboration with industry, community and NGOs during the last five years.

Response: 155

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**

2018-19	2017-18	2016-17	2015-16	2014-15
47	35	35	18	20

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: 76.53

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**

2018-19	2017-18	2016-17	2015-16	2014-15
5512	3932	2544	1010	1301

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: 87

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

2018-19	2017-18	2016-17	2015-16	2014-15
34	23	8	15	7

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: 61

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**

2018-19	2017-18	2016-17	2015-16	2014-15
6	35	5	11	4

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

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college campus is spread over 28.6 acres of land in sylvan surroundings. The college is well connected as the railway station at just 2.5 Km from the college and the nearest bus stop is 100 meters from the main gate. The college has architectural diversity as it evolved from a single building in the year 1957 to a multi-building structure over the past sixty four years. Keeping the goal of ecological sustainability, the college has kept the old trees intact and built the new structures around them. Hailed as an oasis amidst the din of the city, the campus is home to a large number of trees some of which are very old and some are rare species. Majestically overlooking this grand green bio-diversity are the Arts Block, the Science Block, the Vidyavati Anand Commerce and IT Block, the Skill Development Centre, and the Mahatma Anand Swami Performing Arts Block. Interspersing these buildings are Swami Dayanand Library, Student Centre, Student's Common room, Virsa: The Heritage Centre, Ragini Auditorium, Swimming Pool, Indoor Stadium, Accounts Office, General Office, Reception, Mahtama Anand Swami Administrative Block, Overseers hut, three Canteens, a tuck shop, the fruit hut, a Health Centre, a Botanical Garden, Lush green lawns spanning the campus, three Hostel buildings, Guest house, the College House, a PNB e-lobby, PNB Bank, Scooter Parking, and the Photographer's shop.

The learning spaces are well ventilated and well-lit by the natural sunlight. The class rooms are of varied sizes that meet the requirements of various programmes. The bigger class rooms can host 90 students and the smaller ones can host 50 students. The tutorial rooms are for one to one interaction between four to five students and a teacher. All the labs are well equipped with latest equipment and have adequate seating capacity. There are 87 class rooms, 55 well-equipped laboratories, six conference halls (including Board Room and IQAC Room), and a media center housed in these buildings. There are a total of 58 ICT enabled classrooms including smart classrooms and seminar halls.

The Swami Dayanand Library is one of the richest libraries in the region, having an open shelf system with 104713 books, 122 periodicals, DELNET Facility, INFLIBNET Facility, Audio-Video aids, Talking Books for visually impaired, AC reading rooms, a peace zone for meditation and reflection, Periodicals Section, Book Bank Area a centralized computing facility and e- modules.

The college has its own Radio Awaaz, Music Studio and a fully equipped Media Center that takes care of all the e-content which is made available to the students through e modules.

There are 610 computers, 48 printers and 10 scanners to make teaching and learning ICT enabled the entire campus has the Wi-Fi facility with 55 Mbps bandwidth.

Since the campus is huge and widely placed, hence 24/7 surveillance is imperative, not only for security reasons but also for facilitating adequate teaching and learning system.

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

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

Response:

Hans Raj Mahila Maha Vidyalaya is an institution unparalleled in the field of Sports and Cultural activities. In sports, HMV is proud of producing Mrs. Sunita Rani-Padam Shri and Arjuna awardee, Mrs. Manjit Kaur- Arjuna awardee and Maharaja Ranjit Singh awardee, Miss Harmanpreet Kaur- Arjuna awardee, and Olympian Rajwinder Kaur- Maharaja Ranjit Singh awardee and numerous International and national players who have brought laurels to the country.The college has made immense contribution in the field of cultural activities as well. The notable alumnae from this field are Surbhi Jyoti(Bollywood Actor), Ginni Kapil Sharma(winner of Nach Baliye), Sarghi (Actor), Nimrat Kaur(Actor and Singer), Ramya (Artist), Nalini Priyadarshini (Poet) and the list is long. All these women have been able to carve a niche for themselves, because the college provides the best of the infrastructural facility along with excellent coaching for sports and cultural activities.

The vast playground houses a 400m athletic track, football ground, netball ground , volleyball ground, softball ground, baseball ground, two kabbaddi grounds, an archery range, an International Standard shooting range, shot put circle,discus throw sector, javelin throw arena, hammer throw sector, basketball court, hand ball ground, kho-kho ground, cricket pitch, long jump pitch, ball badminton court, tennis court, tug of war ground and parade ground.

There is an indoor stadium that houses two badminton courts, a wrestling arena, table tennis, yoga mats, taekwondo mat, karate mat, taksilat mat, and rhythmic gymnastics mat. We also have a weight-lifting and power lifting hall that houses twelve station gym. There's an indoor shooting range. There is a world class swimming pool with all the allied amenities .We have a tie up with Sant Seechwal water sports academy Talwara for water games like, canoeing, Kayking and Rowing. The college has a tie up with GNDU for cycling weldrem for practicing cycling. There are six HMV academies in the campus namely: Cricket, Kabbadi, Swimming, Wrestling, Water Sports and Archery. There is gym along with steam bath facility for non-sports students also.

Institution has six conference halls- Ragini, SDC Conference Hall; IT Conference hall, Innotech Centre Board room, IQAC with seating capacity of 1000, 185, 80, 50, 40 and 20 respectively. Central to the institutional cultural activities is the Ragini auditorium where all the major functions are held. Outdoor facilities like an open air theatre in the hostel, the college lawn with a stage facility, Green corners for Nukkad Nataks .Virsa Vihar, Punjabi Heritage Centre, is the crowning glory of the institute where various cultural fairs are organized. The skill development centre has cosmetology lab cum salon, college boutique, media centre, Fine Arts studios, Dance Studios, Music studios, Croma Studio for audio/video recording, and Radio Awaaz studio. Mahatma Anand Swami performing arts block hosts six music rooms, 1 studio and 1 recording studio (Sur Sadhna) devoted to the preparation of music items. The spacious Entrance halls of Ragini College Auditorium and SDC Hall are aptly used by Fine Arts and Home Science departments for exhibitions.

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

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

Response: 66.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 58

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

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

Response: 19.34

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

2018-19	2017-18	2016-17	2015-16	2014-15
307.67	307.76	251.28	197.91	353.39

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:

Library is the cornerstone of any successful institute. Recognizing the value of a well equipped library for the growth of students and thereby of the institute, Swami Dayanand Library of the college is one of the richest libraries in the region, having an open shelf system with 1, 04,614 books, 506 rare books, 122 periodicals (Journals 62 and Magazines 60), DELNET Facility, Inflibnet Facility, 1611 Audio-Video aids (Audio Cassettes- 180, Video Cassettes- 12, CDs with Books- 827, CDs with Magazines-592), Daisy Talking Books for visually impaired (279 CDs, 07 DVDs), AC reading rooms, a peace zone for meditation and reflection, Periodicals Section, Book Bank Area, a centralized computing facility and e-LMS.

Alice for Windows

The management and control of the library of our college is assisted by Alice for Windows(2001 onwards) version 6.00.020, an integrated library automation software produced by Softlink Asia Pvt. Ltd. This integrated management system efficiently meets the requirements of the library. Alice for Windows comprises modules required for day-to-day transactions and house- keeping functions of the library that includes acquisition, circulation, management(comprising cataloguing), and reports and utilities. Alice also has an OPAC module, known as Inquiry that allows access for searching any book in the library. A student friendly feature of Alice is that it has many fields for search in its inquiry. These are author, title, subject, keywords, topic, publisher, ISBN, call no., barcode, and accession number. Inquiry module of Alice also supports viewing multimedia files. There is no need to rebuild the index to view any resource in inquiry as automatic indexing is done. Alice also has the ability to catalogue electronic files including documents and HTML files downloaded from the World Wide Web. These files are viewable through inquiry module. The status of any book can also be checked and if the book is issued, librarian can know the details of the borrower through Inquiry module.

OPAC (Online Public Access Catalogue)

The library provides OPAC facility and it is available on college website. It provides access to WEB OPAC for its readers who can access these facilities on their personal computers/mobile with internet from anywhere in the world.

INFLIBNET

Library has a membership of INFLIBNET. It helps teachers and students to access 6000+ e-journals and 31, 35,000+ e-books on N-LIST by INFLIBNET. The username and password is issued to every teacher and students of Master's degree. They can access this facility from anywhere by using the internet.

DELNET

Library also has DELNET (Developing Library Network) membership. This helps the faculty and researchers to procure those books, articles and documents from other educational institutions through DELNET that are not available in our Library.

COMPUTER SECTION

The Library has its own computer section. All library operations such as housekeeping, bibliographical details of all books are carried out by computer section. Bar-coding has been done. The circulation work is fully computerized.

The college constantly aims at having maximum facilities to automate the library into computerized systems, for the advancement of the students and the institute.

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

4.2.2 The institution has subscription for the following e-resources

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

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

Response: 7.4

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)

2018-19	2017-18	2016-17	2015-16	2014-15
6.22	6.01	10.07	9.36	5.34

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

4.2.4 Percentage per day usage of library by teachers and students during the last completed academic year

Response: 11.73

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

Response: 432

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:

Following is the detail of the IT facilities with date and nature of updation:

Hardware

Number of computers were increased from 492 to 610 from 2014-2019. To distribute Internet bandwidth to various departments and to provide secure/easy access, UTM (Unified Threat Management) CYBERROM Device was purchased on 10-02-2015. HP Rack Server, Cisco 10/100 Layer 3 Switch with Gigabit (03) and HP Server MI10 were purchased on 12-02-15 and 06-2-2015, respectively. The college also updated the collection of laptops with addition of six laptops.

Software

The college introduced many new editions to its repository of licensed software including Windows PRO-10 (54 Licenses 17-09-2015 & 31-03-2016), Molecular Operating Environment (MOE, 3-06-2015), MS Office 2013 (50 Licenses, 12-06-2015, 17-09-2015), Apparel CAD (14-03-2015), Quick Heal Antivirus (15 Licenses, 12-06-2015), Adobe Master Collection CS6, Texcelle+Jacquard Pro (14-10-2015), Visual Studio Pro 2015 (11 Licenses, 17-2-2016), Corel Draw (28-01-2017), Cubase Pro (30-10-2017). Apart from the purchased software, departments use a variety of Open Source Packages. In addition, college already has purchased licenses for SPSS, MATLAB, ReCore, Oracle. To update online management of various tasks in the college, Payroll and Income tax modules (19-03-2015) were added to the Campus Management Software apart from the introduction of Online Absentee Management system (13-09-2017).

Internet & Networking

A constant up-gradation was done in the internet access and campus network. To provide more Internet bandwidth, 8 Mbps leased line was upgraded to 20 Mbps in February, 2016 and further upgraded to 55 (50 Mbps + 5 Mbps additional) in April 2018. To increase the Wi-Fi bandwidth, the college signed an agreement with Reliance Jio in November, 2016 and installed various access points and other infrastructure in the whole campus. 20 access points have been added to the access the internal network in wireless mode. For secure access, gateway level firewall (CYBERROAM 100 iNG) was purchased 10-02-2015. The Hubs was replaced by the Switches (26-03-2018). The CAT-5 cable is fully replaced by CAT-6 cable (16-03-2018). Some Gigabit switches were purchased to increase the speed of internal network. Three CISCO managed 28–port Gigabit Switches were installed.

ICT facilities

The college added six smart class rooms equipped with Interactive Board & Projector (31-3-2015, 31-03-2016, 20-06-2016), six Projectors with rolling screen (28-02-2017, 25-09-2027, 23-03-2029), thirteen LED TVs (25-03-2016, 13-09-2017, 27-09-2017), one LED Video Wall (31-03-2016) making the number of ICT enabled rooms and conference halls in the campus to 58. A Visual Video Presenter on 12-01-2025 to complement interactive learning was also added. Also, the college has installed 8 LCD screens in the college campus for dissemination of important information. The college established its own e-learning media centre (http://www.hmvelms.org/index.php) on 02-01-2019.

College Website

The earlier dynamic college website was upgraded to include databases and many additional modules in May 2014. Two forms (Feedback form and Alumnae form) were added. In the year 2018-19, the website was again upgraded by ISOLS Group Private Limited which uses the open Source Technologies

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

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

Response: 6.32

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

4.3.3 Bandwidth of internet connection in the Institution
E. < 05 MBPS

D. 05 MBPS – 10 MBPS

C. 10 MBPS – 30 MBPS

B. 30 MBPS – 50 MBPS

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: 9.18

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)**

2018-19	2017-18	2016-17	2015-16	2014-15
141.54	150.68	297.13	66.26	64.15

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The college has a very strong policy for maintaining physical, academic and support facilities. The college has a maintenance committee comprising members from both teaching as well as non-teaching sections, headed by Dean Campus Maintenance. In addition, the in-charges for all the major facilities and laboratories have been appointed to take care of these facilities at micro level. The Maintenance Committee coordinates with other in-charges for the upkeep and maintenance of buildings, classrooms, lawns, grounds, laboratories and other infrastructure facilities.

To ensure efficient monitoring of various upkeep and maintenance tasks, teams of officials headed by various superintendents have been made and given responsibilities to take care of different areas of the college (Details attached). The overseer coordinates with these teams and maintains files containing details about their individual floor-wise responsibilities, schedule of periodic checks, detailed duty charts, timings etc. The in-charges conduct periodic checks to ensure the efficiency and working condition of the infrastructure. These checks are often complemented by surprise checks by the college Principal and the members of the Local Committee. Adequate in - house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment. Each floor is assigned with a supporting-staff member to regularly clean and maintain classrooms, staffrooms, seminar halls, faculty rooms, rest rooms, washrooms and Laboratories etc. The names and mobile numbers of the supporting staff employed for cleaning of washrooms and floors are displayed at appropriate places so that anyone may contact them for their services. Green and blue dustbins are placed at every floor. Full time gardeners have been employed to maintain the Green Cover of the campus.

All the laboratories are assigned in charges who ensure the maintenance of building, furniture, fixtures, and equipments of the laboratory. Proper registers are maintained to keep stock of the equipments, hardware, chemicals and other consumables. These stocks are subjected to inspection and physical verification by experts from various departments at the end of each year. On recommendation of these experts and with permission of the Principal, the obsolete, damaged, non-reparable and waste materials are written off. Periodic reporting on requirements of repairs and maintenance are submitted by the HODs to the Administrative officer. The requirements are collectively processed in time. Most of the instruments are maintained by their respective service providers during the warranty period. After the warranty period, AMCs are done for the equipments requiring periodic maintenance and servicing including Generators, Air Conditioners, CCTV cameras and Water Purifiers. The equipments are either repaired inside the college

campus or sent to their service centers. In the later case, proper gate passes are provided to take the instruments outside the campus. We have in-house UGC sponsored Instrumentation Maintenance Facility. Lab assistants under the supervision of the System administrator maintain the efficiency of the college computers and accessories.

To ensure optimum utilization and care of sophisticated equipments, separate stake holders are given responsibility to monitor their usage, servicing, repair and maintenance. The electrical equipments such as generator, UPS, and batteries are monitored periodically and entries about the condition/status of these equipments are recorded in log book. College has a fleet of buses and other vehicles which are maintained under the supervision of a Transport Committee. The college has trained electrician, carpenter and plumber residing inside the campus for ready assistance. Parking facility is meticulously organized and efficiently maintained by annually renewed contractor.

The overseer and his team are involved in the maintenance of infrastructure facilities. This team looks after the regular maintenance of civil work, furniture repairs, painting, carpentry, plumbing and house-keeping.

Sports facilities like play grounds, swimming pool, indoor stadium, wrestling arenas, gym, and all other allied infrastructure is taken care of by the department of physical education. AMCs are regularly renewed. Gym and steam bath facility is maintained by the staff employed for specific purpose. The coaches, students and the faculty of the sports department take care of the sports infrastructure.

Central ibrary is a rich source of books, AV aids, journals, newspapers and online modules. To maintain this huge infrastructure there is full time librarian and his team who are responsible for the upkeep of the library. Central Library is also made available for the resident scholars in the evening hours.Departmental libraries are maintained by respective departments to fulfill immediate need of students and faculty.

Infrastructural Utilization

The college maintains a policy of optimum utilization of resources. Time table committee makes sure that all the labs, class rooms, studios and lecture theatres remain occupied during the college hours. The seminar halls, auditorium, and conference halls remain occupied in college functions and the college shares the infrastructure with the Jalandhar administration as and when required by them for district/state level functions. The auditorium and conference halls are leased out to other organizations and NGOs for various programmes. Virsa Vihar is rented out for production of films and songs to various stake holders.

Sports department runs academies in which players from various institutions get world class training in state of art infrastructure. Facility of swimming pool is also made available, though conditionally, to the people from the city. Play grounds are shared with government schools and other institutions. The college has provided space, equipment and professional expertise for creation of talking books to NGO Drishti for visually challenged pan India. Croma Studio and Music recording studios are also shared with other organizations that wish to use the facility. Library offers membership to our alumnae and retired teachers, as well as to the worthy citizens of Jalandhar, however, the right to grant membership to the citizen lies solely with the principal.

Computer labs and Language lab are also used for other activities like online and offline entrance, recruitment and promotion examinations conducted by outside agencies.

All this sharing not only ensures the optimal utilization of the resources but also helps in generating

revenue for the college which enables us to maintain the vast infrastructure more efficiently.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 18.26

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
755	761	766	692	585

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: 25.13

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
1361	1330	722	667	726

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

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

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

Response: 52.07

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**

2018-19	2017-18	2016-17	2015-16	2014-15
1801	2569	2068	1754	1990

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

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**

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

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

5.2 Student Progression

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	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: 152.92

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

Response: 1780

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/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 50.69

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**

2018-19	2017-18	2016-17	2015-16	2014-15
45	41	19	15	15

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**

2018-19	2017-18	2016-17	2015-16	2014-15
71	67	48	42	28

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 for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 734

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.**

2018-19	2017-18	2016-17	2015-16	2014-15
188	152	147	141	106

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:

Student Council, acts as a link between students and administration, and engages the students in providing democratic governance and developing leadership skills.

College follows a two tier mixed system of election and nomination. There is a class representative of every section of every class, who is elected by the students. The second tier is that of students nominated as

Secretary, Joint secretary and Assistant secretary of various subject societies, clubs and committees who are nominated by their respective society in-charges. Once the nominations are received, and the list of elected students is ready, a meeting of the HODs and in-charges of clubs, subject societies, and committees is convened by Dean Student Council, with Principal in the Chair. There is a criteria of set rules and regulations by which a fair selection of proposed candidate is done. Student Council is headed by two head girls, one from PG and the other from UG section, joint and assistant head girls representing different streams. There is a separate head girl, joint head girl and assistant head girl assisted by proctors for the hostels.

Head girls of the college are part of the IQAC general body. They participate in decision making and policy formation activities of the IQAC. The Students also have representation in other administrative committees such as Library Committee, Canteen Committee, Grievance Redressal Cell, and Anti-ragging Committee. In hostel, the head girls perform major role in administration. They are part of the meetings held for the hostel issues. The proctors participate in meetings held for decisions regarding mess, canteen, sanitation and innovative activities.

HMV Task Force, constituted in 2016-17 and Discipline Committee having Dean Discipline, elected representatives, class representatives, and discipline volunteers as its members also work in coordination with the Student Council and help in creating a decentralized and democratic setup. Volunteers maintain discipline, organize and carry out activities and projects in the true spirit for community welfare.

The members of the Student Council actively participate in all major events. The students actively engage in planning and execution of all the activities of all the societies under the guidance of respective Club/Society faculty in-charges. The students organize Trade Fair, Fashion Show, Welcome and Farewell parties, Teachers Day, International Women's day, and activities like Open Mike. Weekly assembly and special assemblies are conducted by the students.They arrange awareness programs, and also manage donation boxes under 'Prayas', an initiative with a slogan '**one rupee a day, goes a long way'** to collect funds to buy books for needy students.

As student editors of college magazine and wall magazines, they contribute enthusiastically and learn the nuances of publication.

In order to maintain our touch with our alumni the former head girls are invited as chief guests on various occasions.

The student council ensures the prevalence of a healthy, congenial, strife-free environment of love and fraternity without any distinction of caste, creed, and religion.

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

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

Response: 109.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
148	132	99	81	88

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:

HMV Alumnae Welfare Association (Regd.) is one of its kind, the only registered alumni body in the region that connects HMV alumnae with their alma mater. It was registered on April 05, 2017, though it has been actively working since 2001. It comprises eminent personalities placed on dignified positions such as civil servants, administrators, doctors, managers, principals, sportswomen, successful entrepreneurs, scientists, lawyers, judges, artists, players etc, not only at local and national level but also at international level. To name a few, Ms. Sarla Grewal, First Lady Governor of Madhya Pradesh, Ms. Sumita Dawra, IAS, Ministry of Finance, Ms. Sanjeeda Beri, Deputy Director, Employment Department, Lieutenant Nandita Bhardwaj, Lieutenant Aradhana Bedi, Major Archanapreet Kaur, Squadron Leader, Dr. Shikha Chawla, Radiation, Oncologist, Ms. Beenu Rajput, Film Producer, Ms. Madhurjeet Sargi, Film Actress, Ms. Nimrat Khaira, Punjabi Singer and Actor.

We are extremely proud of our sports alumnae Mrs. Sunita Rani-Padam Shri and Arjuna awardee, Mrs. Manjit Kaur- Arjuna awardee and Maharaja Ranjit Singh awardee, Miss Harmanpreet Kaur- Arjuna awardee, and Olympian Rajwinder Kaur- Maharaja Ranjit Singh awardee, who are a real source of inspiration to our present sports persons.

To promote a sense of bonding and nurture the feeling of belongingness, the Alumnae Association is proactive throughout the year. It performs myriad variety of activities. It registers the alumni and offers them membership and as well as takes structured feedback from the members on curriculum and other aspects of institutional working, which is conveyed to the IQAC that analyses the feedback and takes

initiative to bring changes in curricula delivery of related programmes and institutional functioning and infrastructure. It helps us in bridging industry-academia curricula gap as many of our alumnae are running their business houses.

 It also arranges motivational lectures as well as professional workshops by the alumnae in the field of their specialization and choice for the benefit the students. There is a Facebook page of HMV Alumnae Welfare Association and Whats App group, which has been formulated to unite them on a common platform even for social causes.

The alumnae significantly help the students in training and placement. They also guide students to develop entrepreneurial skills and help in setting startups. Our alumnae also play a pro-active role in the effective functioning of IQAC.

Our alumnae have come forth to provide financial assistance as well. The alumnae have contributed for student welfare by way of stipends, scholarships, sponsored medals, trophies and cash prizes. Alumnae are making significant contribution to UDAAN scholarship-an initiative of HMV Alumnae Welfare Association for the needy and meritorious students.

The college arranges 'Punarmilan', the Annual Alumni Meet to give platform to alumnae to refresh their college time memories. Since the year 2017, the prestigious event has been scheduled for third Saturday of April every year. We may mention here that this time because of COVID-19 and lockdown situation in the entire country, the alumnae could not gather in person but celebrated 'Punarmilan' 2020 through virtual media.

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

5.4.2 Alumni contribution during the last five years (INR in lakhs)
E. <1 Lakhs

D. 1 Lakhs - 3 Lakhs

C. 3 Lakhs - 4 Lakhs

B. 4 Lakhs - 5 Lakhs

Response: A. ? 5 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Hans Raj Mahila Maha Vidyalaya is a premiere institution of North India, working under the aegis of DAVCMC, New Delhi. This institution is dedicated to the cause of Women Education since 1927. The vision and mission of the college as envisioned by our great founder Mahatama Hans Raj is in tune with the spirit of DAV movement.

Our Vision

Women education focusing on holistic development and empowerment

Our Mission

Value oriented, skill based and globally competent education in sync with nation's march towards growth and prosperity

Our parent body, DAVCMC, New Delhi participates actively in ensuring fair and just induction of the Principal, permanent teaching and non-teaching staff who can take forward the rich legacy of the institution. At local level, the college is governed by the Local Committee. The local committee meeting is held quarterly in which the members take major decisions regarding the institution, which are then sent to the DAVCMC for final approval. The participation of faculty in decision making is ensured by two elected members of faculty on the local committee.

At the institutional level, the Principal is given autonomy to manage academic and administrative affairs of the college. IQAC is the apex decision making body which is instrumental in building a transparent and participatory model of governance. Keeping in mind the vision and mission, IQAC has taken initiative to prepare Perspective Plan based upon the quality parameters determined by NAAC. The Perspective Plan was finalized by engaging all the stakeholders in an open interactive communication taking into cognizance all the diverse perspectives for effective policy formulation and decision making. It was then translated into concrete goals and objectives by the IQAC.

In order to realize the goals and objectives of the institution, the administrative power has been delegated to fourteen Deans who act as responsibility centre of respective areas assigned to them viz. Dean Academics, Dean Examinations, Dean Curriculum Coordination, Dean Student Council, Dean Discipline, Dean Youth Welfare, Dean Student Support Services, Dean Holistic Development, Dean Vedic Studies, Dean Equal Opportunity, Dean Campus Maintenance, Dean Innovation, Dean Hospitality and PRO. They as members of IQAC are always part of decision making process. Striking a balance between autonomy and accountability, this arrangement leads to higher level of commitment and motivation in the achievement of our goals with collective and collaborative approach.

The wider participation of teachers in the decision making bodies is ensured by virtue of their membership

in Advisory Council, Academic Council, Faculty Council, and Faculty and Staff Council which are other important auxiliaries of IQAC. They are also the conveners and members of various committees formed to execute policies and programmes. There are 24 Administrative Committees, 19 Academic Committees, and 39 Subject Societies functioning in the college. Some of these also include members of non-teaching staff. The democratic setup of the institutional decision making policy is the backbone of effective functioning of the college.

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:

Staying true to its culture of striving for excellence, the college continuously improvises its practices to strengthen its established standards. An annual event of the institution, the College Fete, has been consistently redesigned to "HMV UTSAV in 2017" and further on to "HMV TRADE FAIR"in 2019. This outcome is the result of the decentralised yet unified governance system of the institution and is explained as under:

- **Idea conceptualisation:** To instil entrepreneurial and marketing skills among students, the college administration conceived the idea of transforming an elementary college fete into a full-fledged trade fair.
- **Involvement of skill-oriented departmental heads:** After getting responses from college administration, the heads of various skill-oriented departments brainstormed collectively to execute the idea. It was decided after discussion that with a view to provide practical exposure to the students, the scale of Fete must be expanded by incorporating Trade Fair in it. This would give exposure to the students for dealing with the outside world as a number of visitors witness their presence in the fete every year.
- **Expert advice from Head, Department of Commerce:** Since the conduct of the trade fair is commercial, therefore, the Head, Department of Commerce was involved at the core level to discuss the feasibility of the trade fair. She contributed valuable insights towards the execution of the fair by involving the students of the commerce department. The inclusion of students at the primary level was an attempt to provide them hands-on training as well as hone their entrepreneurial and marketing skills.
- **Deliberating with other Faculty members:** Adhering to the spirit of participative management, all the HoDs of different departments were also included in this endeavour to make this event a big success. The faculty members responded to the idea enthusiastically and students from all departments participated zealouslyat every stage from management to attendance.
- **Cooperation of non-teaching staff:** The managerial skills of the non-teaching staff were put to use as they were charged with the successful execution of our designs.
- **Liaison with supporting staff:** The supporting staff was also briefed on their duties encouraging a

unified feeling with the rest of the institution.

It is because of the arduous efforts of individuals at every level of college management that the event was a profitable and thriving success. Various promotional techniques ranging from social media chatter to traditional informal communication through the grapevine were employed to create hype among our stakeholders. A key element of conducting smaller events within one main event was appreciated by many. The event was made especially lucrative by the rising demand for various merchandise prepared by students including handicraft, artificial jewellery, homemade chocolates and cards, nature photography, and so on, which provided an impetus to students to incentivize their future ventures. This triumphant event was the consequence of decentralized and participative management that was appreciated by inside executors and outside agencies alike.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college has a perspective plan of development which has been prepared by IQAC after consultation with all the stakeholders. The strategic plan as well as the deployment documents are available at the college website.

The stakeholders of Hans Raj Mahila Maha Vidyalaya have evolved ecological strategies to actualize the goal of sustainable development.The institution had already installed 180KW solar panels in the first phase out of total load of 420 KW i.e. the total energy requirement of the college.

The college is situated in the region endowed with good solar radiation. In 2016, When the new Principal took over, the administartion deployed more sustainable growth plans for the institution. One of the plans was to earn carbon credits and help our community to have a greener future by finding the right balance between new development and essential services, environment protection and innovative changes.

Comprehensive, effective and strategic planning:

- In 2016,It was realized that the energy from conventional energy resources are non- renewable and future goal of 'Green HMV' cannot be achieved by dependence on electricity supply from the grid. Power cuts in the region affect productivity and output.Moreover, the dependence on diesel powered silent generator is not sustanable and it leads to increased carbon footprints and hence we are losing carbon credits by this.
- Solar radiations are free of cost and can be harnessed to produce electricity in this region due to suitable geographic, temporal and atmospheric variables during most of the year.

- A site survey was conducted and the roof tops of commerce and computer departments appeared as the most suitable site for installation of solar panels due to good solar insolation.
- An internal committee was constituted in college for assessing the viability of the project. The committee submitted a positive report and the matter was discussed in Local Committee meeting. Initially it was difficult to understand the relevance behind this huge investment, but the presentation from leading solar panel companies made the point clear and all the committee members were duly satisfied.
- Many quality parameters, liabilities and other benchmarks were fixed and quotations from agencies were invited.
- The project was approved by mebers of local committee after setting long term goals and objectives.
- After completing all the necessary formalities, a system with 150 KW capacity was installed that ultimately resulted in a substantial reduction in the electricity bill of the college.
- Finally an energy audit was conducted to compare the benefits of solar energy in the campus.It was deemed by all the members that installation of solar panels is a big leap in time for Hans Raj Mahila Maha Vidyalaya,Jalandhar.

The plan of installing solar energy system in the college is an important step towards reinforcing carbon credits. It also identified and removed potential barriers towards solar energy use. It indicates effective strategic planning and implementation on the part of institution.

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 and service rules, procedures, etc.

Response:

The college has three-tiered systems for its governance. At the top level, the college is governed by the parent body, DAV College Managing Committee, New Delhi. Being the nerve centre, it monitors and controls functioning of the college.

At the local level, the Local Committee headed by Chairman facilitates necessary coordination and monitors matters related to academic planning and development of the college.

At the college level, the administrative responsibility vests in the Principal assisted by IQAC. The composition of IQAC is inclusive and democratic and as per the norms of NAAC giving due importance to all the stakeholders.The meeting of the committee is held four times in the session.

Advisory committee comprises Principal as Chairperson, Deans, Hostel Co-ordinator, Medical officer,

Office superitendent, Administrative Officers and is responsible for matters related to administration.

Academic Council comprises the Principal, Dean Academics, all HODs and takes decisions regarding the academic matters.

Faculty Council comprises all faculty members to deal with acdemic matters.

Faculty and Staff Council comprises Principal, faculty, all the members of non-teaching staff, two representatives of supporting staff and deals with the matters like staff welfare and organization of major events.

Grievance Redressal Committee, Anti-sexual Harassment Committee, and RTI Committee are statutory committees responsible for addressing grievances of students; prevention of sexual harassment, and handling any issue under RTI Act, respectively.

The subject societies, clubs, committees organize academic, co-curricular and extra-curricular activities (listed in information brochure) and have representatives from teaching, non-teaching staff and students. For quality enhancement, the college follows four step management process, PDRA (Plan-Do-Review-Act). A meeting of the Principal, in-charges, faculty, non-teaching staff is held for **planning** different activities, plan is **executed** and finally a **review** meeting is held, wherein best performers are **awarded** with appreciation letters.

The academic departments are administered by Faculty Heads. At the departmental level, HODs monitor the activities of the faculty. For Promotions, the college follows the rules and regulations laid down by UGC, and DPI (Colleges) Govt. of Punjab, GNDU Amritsar, and DAVCMC New Delhi.

Recruitment Policy

The posts for permanent faculty against vacant grant-in-aid posts and self-financed courses are advertised and filled by our governing body DAVCMC, New Delhi. Contractual faculty for one year is appointed at the college level by panel of interviewers constituted by DAVCMC, New Delhi as per the norms. Vacant non-teaching and supporting staff positions are filled at the college level as per the guidelines of DAVCMC/DPI colleges, Government of Punjab.

Promotion Policy

The promotion cases of teaching faculty from Level I - III are screened at the college level by a CAS screening committee and sent to DAVCMC for approval. The promotion to Level IV is done by the Selection Committee at DAVCMC, New Delhi. The promotion is based on the necessary conditions laid down by UGC/DPI (Punjab) norms for career advancement i.e. on the basis of API-PBAS score.

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The institution values the employees, and constantly endeavors for the welfare of the employees through following facilities:

S.No.	Name of the Scheme	Beneficiary
1.	HMV Staff Welfare Society Loan Facility	Teaching and Non-Teaching staff

2.	Financial Assistance by providing loan against CPF	Teaching and Non-Teaching Staff
3.	Loan in advance against salary	Teaching and Non Teaching Staff
4.	Group insurance schemes	Teaching and Non-Teaching Staff
5.	ESI scheme	Teaching and Non-Teaching Staff
6.	CPF, Gratuity, leave encashment at the time of superannuation	Teaching and Non-Teaching Staff
7.	Medical facility and Health Centre during working hours and tie up with Tagore Hospital Jalandhar in case of any emergency	Teaching and Non-Teaching Staff
8.	Medical facility at DAV Physiotherapy centre at subsidized rates	Teaching and Non-Teaching Staff
9.	Employment on compassionate grounds to any survivor dependent of deceased employee, if he/she dies during his/her service period.	Non-Teaching Staff
10.	Provision of Various leaves :casual leave, earned leave and medical leave in addition to maternity leave for female staff and faculty	Teaching and Non Teaching Staff
11.	Guest House facility in any DAV institution, wherever available, on subsidized rates	Teaching and Non Teaching Staff
12.	Corporate mobile phone facility	Teaching and Non Teaching Staff
13.	Transportation facility for local and outstation assignments	Teaching and Non Teaching Staff
14.	Fee concession to the wards of teaching and non-teaching staff as per DAVCMC norms	Teaching and Non Teaching Staff
15.	Fee concession to the wards of employees in other DAV institutions	Teaching and Non Teaching Staff
16.	DAV institution management quota in DAV University and professional colleges run by DAVCMC	Teaching and Non Teaching Staff
17.	Holiday Home Facility at Dalhousie on the recommendation of head of the institute	Teaching and Non Teaching Staff
18.	Staff quarters for outstation faculty and supporting staff inside the campus	Teaching and Non Teaching Staff

19.	Free parking facility for two wheelers and cars	Teaching and Non Teaching Staff
20.	Fitness Zone Gym and Workout station	Teaching and Non Teaching Staff
21.	Peace Zone to manage stress and restore mental balance	Teaching and Non Teaching Staff
22.	Punjab National Bank branch with locker facility	Teaching and Non Teaching Staff
23.	PNB E-lobby inside the campus	Teaching and Non Teaching Staff
24.	Boutique and Beauty & Wellness services at the subsidized rates	Teaching and Non Teaching Staff
25.	Swimming Pool facility	Teaching and Non Teaching Staff
26.	Canteen facility and subsidized food facility at the college mess	Teaching and Non Teaching Staff
27.	Well-equipped and well-furnished staff rooms laced with modern amenities with a full time caretaker	Teaching Staff
28.	Provision to apply for study leave to complete Ph.D under FIP schemes of various funding agencies	Teaching Staff
29.	Adjustment of classes and leave to enable faculty to complete course work of pre-Ph.D.	Teaching Staff
30.	Financial Assistance to the staff and faculty for participation in seminars, workshops, research projects, faculty exchange programs, interaction with visiting faculties, conferences etc	Teaching and Non-Teaching Staff
31.	Free Uniform	Non-Teaching Staff

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

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

Response: 32.81

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**

2018-19	2017-18	2016-17	2015-16	2014-15
55	47	60	36	36

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**

2018-19	2017-18	2016-17	2015-16	2014-15
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: 52.49

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**

2018-19	2017-18	2016-17	2015-16	2014-15
68	114	64	70	57

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

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

Response:

Faculty and staff are the two main pillars of any educational institution. The execution of policies and programmes in an effective manner is possible only if faculty/staff is competent and work as a cohesive team. To ensure this, the college has established well defined and structured mechanism for regular performance appraisal of the faculty and staff.

Performance Appraisal of Faculty

Appraisal is done at three levels:

Annual appraisal

The faculty fills up a Self-Appraisal form based on PBAS as per UGC guidelines, at the end of the session and submits it to coordinator IQAC. Analysis of students' feedback for teachers and from different stakeholders at the end of every academic year is also taken into consideration for assessment of the faculty.

CAS case appraisal

The college has adopted Performance Based Assessment Score (PBAS) for the faculty based upon UGC Regulations (Minimum Qualification for appointment of teachers and other academic staff in universities and colleges and other measures for the maintenance of standards in higher education) 2010 and four amendments thereafter. Faculty performance is verified, validated and further sent to the appropriate authority by the CAS Committee which is a sub-committee, appointed by IQAC. The performance evaluation is done on the following parameters.

- Teaching, learning and evaluation related activities.
- Professional development, co-curricular and extension activities.
- Research and academic contribution.
- Contribution towards college administration.

Temporary staff Appraisal

The self-appraisal forms filled by the faculty along with the feedback forms of the students form the basis of evaluation for the performance of temporary and part time teachers. The ones who perform well are taken back into the institution next year, and are also given monetary incentive of an increment in the

salary.

Performance Assessment of Non-Teaching Staff

Performance appraisal of non-teaching staff is based upon Annual Confidential Report (ACR). Performance assessment of the non-teaching staff member is based upon evaluation by Office Superintendent and Administrative head of the concerned employee. The Principal evaluates the ACR as well as takes into account the informal feedback received from students regarding their satisfaction with the working of the employee.The feedback is either received directly by the Principal through personal interaction or suggestions put in the suggestion box. Such feedback becomes instrumental in taking decisions regarding promotions or transfer of non-teaching members from one department to another.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution is government aided but privately managed. Hence it receives salary grant from government of Punjab against grant-in aid posts. It also receives scholarships under various schemes of the government and funds from various funding agencies like UGC, DBT, DST, ICSSR, National Commission for Women, etc. In order to make judicious utilization of funds and to ensure financial accountability, the college has designed effective and efficient internal check and internal control system to prevent errors and frauds. Additionally, it is also audited by competent internal and external authorities regularly.

Internal Audit

- The college is running a number of self-financed courses besides government aided courses. The budget for self-financed courses is approved by the local committee and then by the parent governing body DAVCMC, New Delhi.
- Reconciliation of accounts is doneannually in June at DAVCMC, New Delhi.
- The expenditure on major projects is sanctioned by the parent body DAVCMC, New Delhi.
- Furher, a member of teaching faculty is appointed Bursar to check the bills and other relevant documents after they are duly verified and initialed by the Superintendent Accounts.

External Audit of the Government Funds

External audit of the government funds is carried out by Govt. of Punjab at three levels:

- Finance Department, Govt. of Punjab.

- Accountant General and
- DPI (Colleges) Govt. of Punjab

The audit of funds received for SC/ST students is also done by the finance department or a committee constituted by the government. Besides this, DPI Colleges also conducts Compliance Audit in regard to administrative rules, leave rules, recruitment rules and payments to retired faculty/staff.

External Audit of funds received from funding agencies

Utilization of funds received from funding agencies are also audited by Chartered Accountant and duly audited Utilization Certificates are sent to respective funding agencies.

The objections (if any), raised by the auditors, are firstly communicated to the Principal via superitendent accounts and discussed. In case, the objection is raised in the Audit Report, then the matter is sent to Legal Cell at DAVCMC, New Delhi via written communication for their guidance.

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

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

Response: 245.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
99.47	61.82	45.16	18.32	21.09

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:

Efficacy of governance depends upon the ability to mobilize funds and put resources to optimum use. The college has meticulously established transparent systems and procedures for mobilizing funds from different funding agencies.

Following strategies are adopted for fund mobilization

- The institution receives salary grant (deficit grant) from DPI Colleges, Punjab against grant in aid posts. It is imperative on part of the Accounts Officer to keep track of the regular DPI Colleges Punjab Government grants.
- Grants coordinator keeps track of different government funding schemes from MHRD, UGC, DBT, DST, ICSSR, National Commission for Women, scholarships from government bodies etc.(List Attached). The proposals to apply under various schemes are marked to respective in-charges for necessary action by the Principal.
- Dean Student Progression keeps track of all scholarship donors and liaisons with them.
- In-charge alumni association mobilizes funds from the alumni of the college.
- The departments like Fashion Designing, JMC, Multi Media and Fine Arts are encouraged to take up consultancy projects.
- The college Auditorium 'Ragini', Skill Development Centre seminar hall and Sargam Studio are rented out to generate revenue.
- The college infrastructure is aptly used by National Testing Agency for competitve exams.
- Sports facilities like Swimming Pool, Indoor Stadium, Open grounds, are used as academies that generate revenue and ensure optimum utilization.
- Efforts are made for filling up maximum seats in hostels.
- Solar power generated is wheeled to the power grid.
- Botanical garden creates revenue by propagation of plants.

Strategies and procedures for optimum utilization of resources:

- The institution prepares a budgetary plan in the beginning of the session which is presented in the local managing committee for approval.
- Purchase committee comprising members of teaching and non-teaching staff carries out due diligence before finalizing the vendors for specific purposes.
- Local committee approves the major purchases.
- Internal check system has been institutionalized whereby the work of one clerk is checked by the other to prevent errors and frauds.
- Bursar checks bills and other relevant documents after these are duly verified and initialed by the Superintendent accounts.
- The parent governing body i.e. DAVCMC also keeps a vigil on the finances through its Internal Audit Cell to ensure the optimum and economical use of resources of the institution in addition to checking of accounting records.
- The utilization of goverment grants is routed through PFMS, Govermnet of India.
- Stock checking is done at the end of academic year to check pilferages and to ensure proper maintenance of college infrastructure.
- Regular external financial audit is done of the funds received from various agencies. Utilization certificate duly audited by external auditor is sent to funding agencies in a time bound manner.
- Time table is so framed that no room or lab remains vacant.
- The classrooms and seminar halls are also used by ICAI for CA foundation coaching.
- NSS, NCC camps, Hobby classes or finishing school are arranged during vacations.

- College resources are shared with outside agencies like NGOs, Local administration, Police Department for holding programmes.

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

6.5 Internal Quality Assurance System

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

Response:

IQAC is a nodal agency of the institution for initiating and coordinating quality related issues. Established in October 2005, IQAC has been instrumental in institutionalizing the quality assurance strategies and processes. Two practices institutionalized by IQAC are as follows:

1. Skill Enhancement: Understanding the skill enhancement is the need of the hour, IQAC of the college has the focused approach towards skill development of students to realize the mission of college. The college has introduced a number of skilled courses after careful examination of local demographics as well as industry-academia gap. Initially in 2014-15,we ventured into B.Voc (Banking and Financial Services), and B.Voc (Web Technology and Multimedia) and introduced Advanced Diploma in Fashion Designing under Community College. In 2015-16, Diploma in Journalism and Media under Community College was added. In 2018-19,under DDU Kaushal Kendra, the college added B.Voc. (Mental Health and Counseling), B.Voc (Cosmetology and Wellness), B.Voc (Fashion Technology), B.Voc (Journalism and Media) , M.Voc (Web Technology and Multimedia). Under Community College the institution introduced Diploma in Organic Farming, Diploma in Tourism and Hospitality, and Diploma in Lab Technology.

 IQAC ensures quality of skill education by keeping stringent check on procedures and strategies that are followed by the departments running these courses.

- IQAC ensures that the curriculum is aligned with NSQF and certification is done by respective Sector Skill Council in addition to examination by the affiliating university.
- IQAC ensures state of art infrastructure in the Skill Development Centre.
- To bridge industry-academia gap, IQAC validates signing of MOUs with industry partners.
- IQAC makes sure that adjunct faculty is hired for specialised skills.
- Regular workshops, internships, field visits, and guest lectures are arranged forfruitful industry-academia inteaction by IQAC.

2. E-governance Initiatives: Keeping pace with the changing times, IQAC of the college has taken following e- Governance initiatives to improve the quality of administrative work:

- A well-developed Management Information System (MIS) has been institutionalized for admission,

examination, finance and accounts.

- Online attendance of students and online entry of house examination awards is being done through BSIM software which has ensured ready availability of student records with general office at all times.
- The college has created WhatsApp groups of faculty ans staff for sending e-notices.
- The results of students are sent to their parents through SMS.
- Android app called HMV News has been developed by Multimedia Department to provide daily updates of college activities.
- WhatsApp mentoring groups have been created for sending important messages and provide online guidance to the students at all times.
- Dissemination of information on social media via Facebook, Twitter, Instagram has been initiated.
- e-self-assessment forms for faculty have been introduced for confidential performance appraisal.
- Online leave application system has been introduced for faculty and staff.
- Campus has been fortified by extensive e-monitoring through CCTV.

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

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

Response:

With the primary objective of imparting value based and job oriented education to students, the institution has been regularly reviewing, reforming, upgrading, and improving structures and methodologies of teaching and learning process. IQAC plays primary role in strategizing and implementing administrative planning. Two examples of incremental improvements are as follows:

1. Academic Administrative Audit IQAC has institutionalized the annual conduct and follow-up of Academic Administrative Audit (AAA) at internal and external level;

- The heads of departments submit self-assessment reports of academic performance of their departments in Performa designed by IQAC.
- Academic flexibility, teaching learning and evaluation, infrastructure available with the department, faculty profile, student profile, learning outcomes are the quality parameters considered in audit.
- The audit is conducted by an audit team constituted by IQAC comprising Dean Academics, Dean Examination, Dean Curriculum Coordination, Dean Innovation, and In-charge Skilled Courses. Audit report in form of SWOC Analysis of the department along with suggestions is presented to

and discussed with the Chairperson of IQAC.

- Report is communicated to the HODs who discuss it with their faculty. It is pertinent to mention here that the internal academic audit is first conducted by IQAC and subsequently by external audit committee comprrsising academicians of repute.
- This process has brought substantive improvement in academic performance of various departments.
- Even though GNDU has not introduced Outcome Based Education (OBE) in its affiliated colleges, the college on the recommendation of external academic auditor has introduced OBE in all the courses w.e.f 2018-19.
- IQAC has also introduced the concept of mapping of POs and COs by applying BLOOM Taxonomy in a few PG classes. POs were mapped with COs on the basis of EXIT survey for outgoing PG classes.

2. Innovative Pedagogy involving ICT tools

 IQAC took the initiative to start e-Learning Management System (eLMS). This is a web based system that aims to provide 24x7 access to e-learning resources developed by faculty and students of Multimedia department. It provides a platform for teachers to upload their lesson plans, e-modules, video lectures and also provides a direct link to students for a number of MOOCs available through SWAYAM/NPTEL. HMV e-teacher moodles was introduced for two-way online interaction. Other measures undertaken by IQAC include Interactive sessions through Skype, AV presentations, virtual dissections**,** e-tree log book, mobile apps. Furthermore online feedback from the students on curriculum and pedagogy is also encouraged.

Creative and Innovative Pedagogy

Enhancing communication skills of students through HMV Advantage courses, participation in activities like Model United Nations, mock parliaments, simulated learning through mock corporate meetings for secretarial practice in commerce, NSE pathshala for stock market and so on was given an impetus.

Students are taken for excursions to museums,villages, industries. Other places of learning that cotextualize their theoretical curricula like State Legislative Assembly, Parliament House, Planetariums, Art Galleries, Herbariums, Stock Markets have also been toured by our students.

Teaching through group discussions, class seminars, role plays, creating mind maps, paper presentations, brainstorming activities, flipped class room methodology, fish bowl methodology and Socratic Method of learning is encouraged.

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

6.5.3 Quality assurance initiatives of the institution include:

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Hans Raj Mahila Maha Vidyalaya is a women institution dedicated to the cause of women empowerment since 1927. Gender equity is our goal. The college is affiliated to GNDU, Amritsar; the curriculum includes many topics related to gender issues in various courses. In the last five years sensitization with particular aim of educating women and the society about declining sex ratio in terms of 896 females per 1000 men (2011 census); sensitization regarding female health issues like hygiene during periods; legal rights of women with reference to parental property; rights of women related to sexual harassment at work place; entrepreneurship and financial independence of women; self defense techniques for girls in case of emergency; celebration of days related to women; Live -in-relationships in terms of legal and constitutional rights and social point of view; and finally sensitization regarding men by holding discussions on International Men's Day has been done by the college.

Safety and security of the girls is the main concern of the institution. 24/7 security cameras are installed at all strategic points including all entry and exit points. 24/7 internal and external (security agency) guards are deployed at all entry and exit points. Day patrolling of the local police women force and police Nakka at 100 meters from the gate is ensured by the local police station. The campus is well lit. I-Cards are compulsory for students. Hostel visitors, coaches, faculty and temporary visitors are issued I-Cards. Entry and exit registers are maintained at all the gates. Self defense training is provided to all the students of the college.

Four types of Counseling: Career Counseling, Psychological Counseling, Health and hygiene counseling and peer counseling are provided to the students. Special care is taken by the mentors to deal with any kind of issues related to personal or professional life of the students. Since 2018, the college has also been effectively running Buddy Programme, a Punjab Government drug prevention initiative. The college takes special care to ensure good health of the students by carrying out health check-ups during the session. Girls have been provided with sanitary vending machines and incinerators have been installed in all the washrooms.

The college has provided common rooms to girls, both in the hostels as well as in college campus, where they can read, chat or play indoor games at leisure. Entire campus is green with seating benches at fixed places where girls can sit with peers, or with mentors or teachers and discuss and talk at ease.

Seminars, Conferences, special drives, campaigns, competitions, and programmes are carried out round the year to meet the challenges faced by women in this inequitable society. There is women empowerment cell and anti sexual harassment committee that plans programmes on Gender Equity. An Equal opportunity cell also works on women's equity. A special Day Care centre has been set up in the college which functions on the days when the staff has to work for longer hours.

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	<u>View Document</u>
Link for annual gender sensitization action plan	<u>View Document</u>

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**

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	<u>View Document</u>
Any other relevant information	<u>View Document</u>

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:

The institution is committed to the cause of environmental sustainability and consciously makes efforts to

process the waste by using technology. We strictly follow 3R policy of waste management and reduce, reuse and recycle the waste. We use old newspapers as gift wraps. A best out of waste Garden has been set up in the campus.

We have initiated efforts like declaring the college as no plastic bag zone; promoting use of cloth bags; and best out of waste usage. In order to reduce plastic waste, the students took the initiative of holding a training program of cloth bag stitching for the self help groups sent by Jalandhar administration.

Solid waste management

The institution has been awarded an appreciation letter by the Municipal Corporation, Jalandhar, for creating the first wet waste management unit in the campus and reducing waste to the tune of 9 tonnes thus contributing significantly to the city's waste management. Kitchen waste from the hostels, canteens and principal house is segregated at source and then sent in for processing in the solid waste management unit. We have two types of composting units: 1. Vermi-composting 2. Solid waste composting, both the units work for composting of leaves, garden litter, and kitchen waste. The compost thus produced is used in the college for the plants and remaining compost is sold at Jalandhar Haat.

The college has paper recycling unit for recycling the used paper. We create files, folders and paper bags at this unit. The worn out wooden furniture is either mended or recycled by the Interior Design department.

The institution has participated and received appreciation for various Swachh Bharat programmes as well as for Clean City Green City.

Liquid waste management

The college has installed eleven rain water harvesting units. Technology used is Seechewal method which is used for ground water recharging. Green lawns also act as natural water recharging system.

Waste water from the air conditioners and ROs is collected in small tanks and buckets and used for watering the plants and sweeping floor.

Grey water from the washbasins at the upper floors is used for filling up the toilet flush tanks at the ground floor.

Biomedical waste management

Incinerators are installed in every washroom. The ash is collected and used as manure.

Waste from the college dispensary, Zoology lab, and Bio-Tech lab which is very little in quantity is kept in red dustbin, which is collected by Synergy lab and duly disposed off as per norms.

E-waste management

We have a tie up with an authorized agency Jindal and Company, Ludhiana, for e-waste management. We segregate e-waste, collect it and then ask the agency to pick up from the premises and dispose off as per government norms.

Hazardous Chemicals

GNDU, the affiliating university has incorporated few green experiments in the curriculum; however, college has devised micro qualitative analysis in UG classes.

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

7.1.4 Water conservation facilities available in the Institution:

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document]()
Any other relevant information	[View Document]()

7.1.5 Green campus initiatives include:

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: Any 4 or All of the above

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

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
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. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (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**

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Details of the Software procured for providing the assistance	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

The college is managed by DAV College Managing Committee which is the largest NGO dedicated to the cause of education, based on principles of Swami Dayanand who believed in the Vedic vision which is inherently pluralistic and it accommodates a variety of spiritual quests and manifestations. Spiritual values are given importance rather than religious prescriptions. At the core of Vedic philosophy are the universal values of truth and Justice which are not seen as monopoly of any class, creed or caste. The Vedic Vision is quintessentially a universal vision of Vasudhev Kutumbkam, which envisions the entire human species comprising one family.

Based on merit the admission policy of the college is transparent and fair. HMV advantage courses act as bridge courses for improving communication skills and life skills. The college provides transportation

facility to bridge the rural-urban divide. A large number of scholarships and programmes like Prayas and book bank and book nest have been granted to the students to bridge gaps between the students of unequal socioeconomic backgrounds. . The economically weaker students get ample opportunity to apply for the scholarship schemes offered by the college and other philanthropic institutions and individuals. Earn while you learn is another scheme to allow the students to earn while they are studying at college. Peer mentoring is encouraged between slow learners and advanced learners by giving group tasks.

The environment in the college is inclusive as the institution celebrates cultural diversity of the students by celebrating all the major festivals in the hostels with equal fervor. The college sports day, annual fete, Kala Haat, Rakhi Sakhi, celebrations of all important days, all festivals, days of National and International importance are done with great fervor. Resident scholars celebrate every festival with equal enthusiasm and the students are free to practice any religion in their personal space.

 Our cultural heritage is rich as besides imparting training to the students in Punjabi dance and music, the students also get trained in Rajasthani Dance, Haryanvi Dance, Himachali Dance, Kashmiri folklore, and other folk and classical dance and art forms which can be seen at our annual functions.

We are in a region where a large number of students from diverse cultural and communal backgrounds come. The languages taught are; Punjabi, Hindi, Sanskrit, English and French but languages spoken by the students include, Haryanvi, Himachali, Punjabi, Bengali, Oriya, dialects. However, the official language is Punjabi, Hindi and English, but students are free to converse amongst themselves in their regional languages as well. Teaching is also multilingual.

File Description	Document
Link for any other relevant information	[View 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:

The institution takes upon the responsibility of educating the employees and the students about the constitutional obligations, values, rights, duties and responsibilities of citizens. The employees and students together celebrate the Independence Day and the Republic Day and they also regularly participate in the programmes launched by the Government of India to celebrate our National Identity and Integrity. Every year the district level Voter's day celebration is done at the college. The college also hosted SVEEP programs in collaboration with the district administration. Our students actively participated in the film Voter Jugni, to inspire women to exercise their right to vote. The employees and faculty perform election duties. The college has active teacher's union and non-teaching employees union which is granted the constitutional right to protest.

The college has an active Legal Literacy Cell. The commerce department did the SWOC analyses of Indian Democracy. The Fine arts department celebrated the Colours of Democracy by organizing an awareness campaign on Voter's day. Political science forum has been organizing visits of the students to Vidhan Sabha, and Parliament. The students also visited the Rashtrapati Bhawan and saw the National Museum.

The college also established a short term Aadhaar-Card centre in the college premises.

A copy of the constitution of India is placed in the Library, and the Preamble, the Fundamental Rights and the Fundamental Duties are displayed in the library. Preamble, Fundamental Duties and Rights are also displayed in all the college reception as well as hostel receptions. The Fundamental rights, duties and directives are read out to the students and employees in the special assembly held on November 26, the constitution day of India.

The text of the National anthem is displayed in the assembly lawn and everyone sings National Anthem at the end of every weekly assembly. Every formal function of the college ends with the National Anthem.

Employees and students also participate in the programmes launched by the Government of India to celebrate our National Identity and Integrity. All the dates and days are marked on the annual planner that the college hands out to all the students. The college celebrates/ observes following days as a norm:

- The Independence Day
- The Republic Day
- Mahatma Gandhi Birth Anniversary
- Mahatma Gandhi Death Anniversary
- Martyrdom Day of Shaheed Bhagat Singh
- National Unity Day
- Teacher's Day
- Nata Ji Subhash Chandra Jayanti
- Constitution Day/National Law Day

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

The institution has kept the distinctiveness of imparting best of the modern education along with the values and traditions as a part of the mission. The goals of universal peace, harmony and a tolerant world are at the core of our values. The institution is committed to the celebration of cultural diversity and heritage of India as well as organizing events on international commemorative days. The days to be celebrated are identified and marked in the planner. Educating students through these small celebrations not only makes them aware but also inculcates the value of being a global citizen. The major festivals of all religions are celebrated. During the assembly the students share their views and share the knowledge related with a particular festival or the person. All these celebrations are done in a limited time, without compromising the teaching hours.

Important National days like National Voters Day, Republic Day, National Girl Child Day, Mahatma Gandhi Martyrdom Day, National Science Day, Independence Day, Indian Akshay Urja Diwas, National Sadbhawna Diwas, Teachers day, Gandhi Jayanti, Rashtriya Ekta Diwas, National Flag Day are celebrated/observed. On certain days students pay their tributes to great men, like Mahatma Gandhi by observing silence at 11 am, on Martyrdom day of Bhagat Singh they present a Nukkad Natak, on National Unity Day they take out a march. The morning assembly is also a platform for students to celebrate important anniversaries of the Great Indian saints, philosophers, scientists, thinkers, national heroes, and freedom fighters. Rallies, awareness campaigns, competitions, Nukkad Nataks, lec dems, exhibitions, and workshops are some of the means to celebrate/observe these days.

International Days like International Mother Language Day, International Women's day, World Sparrow day, World Earth Day, Mother's Day, World Environment Day, International Yoga Day, World Tourism Day, International Men's Day, and World AIDS Day, are celebrated or observed and students and faculty participate to create awareness on various issues. Public speaking events, poster making competitions, and other events are organized to create awareness.

Besides these days, the college keeps the rich national heritage alive by organizing functions on some local, regional and national festivals, with an aim to create awareness about the cultural, spiritual, historical and national heritage and to connect the students with the richness of their unique and diverse motherland. We celebrate Gurupurab of Guru Nanak Dev, Janamashtami, Christmas, and Iftar party in college hostel, besides, celebration of Holi, Diwali and Lohri.

At HMV we also have a penchant of celebrating things with a difference. We celebrate Rakhi as Rakhi Sakhi or Vriksha-bandhan to create a feeling of sisterhood and environmental responsibility in the students. Diwali is celebrated as Green Diwali by sharing of plants and with an oath to protect environment by not resorting to burning of crackers. The purpose is to create awareness in students and motivate them to act as responsible global citizens.

File Description	Document
Link for Geotagged photographs of some of the events	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice I

Empowering Women through Skill Enhancement

The institution is keen on economic empowerment of women in order to realize the goal of women empowerment. As a small number of girls sought employment after receiving traditional education, the institution took a leap towards investing in young women's economic empowerment through skill development and envisaged it as one of the most urgent and effective means of inclusive economic growth.

Objectives:

- To identify new sectors of skill development.
- To bridge the industry- academia gap.

- To financially empower girls and improve livelihood by creating opportunities for them.
- To provide training in market relevant skills matching the international level and enabling students to become globally employable.
- To continue this endeavor dynamically adding/dropping the skill development courses as per market relevance or requirement.
- To provide skill certification, that is recognized at the world level.
- To inculcate idea of financial independence in minds of the girls.

Intended Outcomes

- Students must gain adequate knowledge about the skill, its importance and applicability.
- Students should be able to apply that knowledge and training and demonstrate adequate skill to be gainfully employed, either as skilled work force or as entrepreneurs.
- Mobility of the student from one place to another should not mean a decline in her financial independence.
- Students are not only nationally but internationally competent in acquired skills.

Contextual Features

The institution is situated in the heart of Punjab, which has a typical patriarchal mind set. Even career oriented girls are rendered jobless once they get married as they leave their jobs and move. Doaba region of Punjab, is known for large number of people seeking immigration to foreign land. Their education loses relevance in their new context. The institution began by taking smaller steps towards vocational training of girls and engaging them in training that would provide relevant skills.

The institution also focused on empowering doubly marginalized lot of the society: the disabled and the underprivileged girls as they get no training and remain dependent all their life.

Best Practice

Having recognized the need for skill development, institution began with smaller steps about twenty years ago and reached the pinnacle in the last five years. Growth in skill development courses has been both vertical and horizontal. Since 2000, the college has been offering Mass Communication and Video Production, Computer Application and Bio-Technology as vocational subjects, and gradually subjects like Cosmetology, Fashion Designing and Garment Construction, and Bio- Informatics were added. Degree courses like, BD Multimedia, Bachelor of Design, Bachelor of Fine Arts and B.Sc. Fashion Designing were added. Some Master's courses like M.Sc. Bio-Informatics and M.Sc. Fashion Designing were also added. In the past five years following additions were made:

Skill Development Vocational courses

Skill Courses under Kaushal Kendra

M.Voc -Web Technology and Multimedia

B.Voc - Web Technology and Multimedia, Banking and Financial Services, Fashion Technology, Journalism and Media, Mental Health Counseling, Cosmetology and Wellness.

Community College - Advanced Diploma in Fashion Designing,Diploma in Journalism and Media, Diploma inTourism and Hospitality, Diploma in Medical Lab Technology, Diploma in Organic Farming,

For the underprivileged section of the society, the college introduced courses under Government Schemes that included scholarships:

Vocational Training Programme-Cosmetology, Cutting and Tailoring

The institution has also collaborated with an NGO Saksham to train the visually challenged students in various vocations related to Information Technology.

Add on Courses- Keeping the goal of skill development at the core the institution has introduced various add-on courses along with regular degree courses.

Evidence of Success

There is a constant progression in number of students joining skill development courses as a result of persistent efforts on part of the institution to sensitize the girls about importance of these courses. Not only have the students gained employment, some of them have become successful entrepreneurs. It is worth mentioning here that the instutution is pioneer in discarding colonial gown being used for ages for convocation by 'Uttriyas'-a unique kind of gown concieved and prepared by students of fashion designing and multimedia. This unique endeavour of the institution has created not only one but many success stories for young entrepreneurs.

Problems encountered and resources required

Changing the mindset of the students and the parents was challenging due to equivalence issues of vocational degree for admission in PG courses.

As for resources, the college developed a dedicated state of the art Skill Development Centre and designed various labs and acquired equipments to efficiently provide training. Many MOU's with industry partners have been signed for procuring adjunct faculty and on job training facility for students.

Conclusion

Skill development remains the most important feature of the college and we shall continue on this journey of excellence until the goal of employment for all is achieved.

Best Practice II

Moving Towards Effective Paperless Office

Institution has always been a pioneer in bringing into practice the innovative technologies that substantially contribute to sustainability of the planet. Administrative work is done on papers and kept in paper files generally, as is the practice with many institutions. Institution went a step ahead by gradually replacing the office paperwork with technology which is not only efficient but also less cumbersome and

environment friendly. On one hand we have recycled the used papers, where ever it is inevitable to use papers, on the other hand tried to replace the paper with electronic image or file where ever it is possible to do so.

Objectives

- To enhance the efficiency of the office.
- To save paper and gradually move towards paperless office
- To replace the paper files with e-files that make storage not only compact and easy, but also provide greater mobility to office in terms of place and time.
- To be able to move ahead with world class institutions in terms of technology.

The Context

In the light of climate change and our resolve to reduce the use of paper as it leads to felling of lesser number of trees, we at HMV decided to reduce the paper usage gradually and in phases. The idea was floated in IQAC meeting and approved by the members. It was decided to carry the practice out in phases. It was initially difficult as shifting from manual files and hand written documents to e files and formatted documents required an intense training of the staff. We shifted the paper to e content in parts and kept on training our staff as per the needs.

The Practice

- The paperless office started with sending notices through Whats app on 08.12.2015, as people were comfortable in using that technology and found it easier to use.
- We shifted the attendance of the students to online attendance with effect from July 2017.
- In examination entire administrative work has been shifted to paperless e-format, right from date sheet being available online, to setting of the question papers and preparation of results.
- Communication with the parents is done via SMS on their registered phone numbers.
- The papers used and discarded such as the waste papers from office are recycled in the waste paper recycling unit and bags, files etc are created out of that paper.
- Alumnae Association works entirely on e-format by keeping in touch with the alumnus on social networking and through e mails.
- We have also created e leave portal to avoid use of paper for leave purpose, only medical leave and station leave is now applied on paper, all other forms of leave can be applied online.
- IQAC has launched e-self assessment forms for the faculty.
- All the official letters that include invitations and other correspondence is now sent via email.
- We are promoting the Digi Locker App with our faculty and students.
- We have started maintaining the e-tree log record.
- We have a live website that accepts queries and responds to them in lesser time and without using any paper.

Evidence of Success

- There is a substantial reduction in the use of paper in office.
- Time taken to disseminate any information has become negligible.
- Because of e-filing and e-log registers, the office has become more efficient and now less space for storage is required.

- The college organized region's first e-training workshop for the non teaching staff of other institutions.

Problems Encountered and Resources Required

- The major problem encountered by the institution in bringing up this change was to change the mindset of the people.
- A lot of motivational talks had to be arranged along with proper technical sessions wherein they were given training by the experts.
- Resources required were the hardware and software specially designed for office management, result preparation, attendance compilation and leave application.
- The institution had to invest in improving ICT skills of the staff.
- Whatsapp message portal had to be used to encourage people to use technology, as they were more comfortable in using this portal.

Conclusion

The institution envisages a great future in terms of creating a digital office with persistent efforts.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Green Culture

Hans Raj Mahila Maha Vidayala is committed to the cause of environmental protection and has been pioneer in many green practices. The institution has the unique distinction of being the first in the region in many green programmes. The college has developed an exclusive Green Culture and is effectively disseminating that not only amongst its own students but also in the community. The institution realized the climate change crisis long back and adapted many innovative practices to meet the sustainability goals of the planet. Besides being the first college in the region to have strongly discouraged the use of plastic bags and single use plastic ware on campus, the college has also gone a step ahead in imparting training to

women self-help groups in stitching and printing of cloth bags. The institution has been honoured by the Jalandhar Municipal Corporation and Jalandhar administration for initiating unique Green Culture in the city.

Objectives and Intended outcomes

- To create a certain level of awareness regarding environment protection not only among the students but also among the community.
- To embed the idea of environmental responsibility and the idea of climate change and sustainability in the minds of the students.
- To rewire the modern generation's thinking, and re-connect them with nature and their immediate environment.
- To enhance mental, physical and emotional well being of the students.
- To inculcate environmentally responsible behavior in the students.
- To create awareness about the enormity of the situation and make the students ambassadors of environmental protection in the world outside the college premises.
- To inculcate Green Culture in the life of the students and the society.

Context

The recent years have witnessed a large number of catastrophes related with climate change. The people are so insensitive towards the climate change that they are not ready to accept that it is real. The insensitivity and indifference to the environment has brought a lot of chaos to the world. Environmental awareness through books fails to create an awareness level that might impel people to act. Therefore, it is imperative to inculcate a green culture in the students which should become so natural and habitual for them that they do not have to make any special efforts to be environmentally responsible. It is in the context of this indifference and insensitivity that the institution took certain steps that have now become our signature and a case to be followed by other institutions.

Our Distinctiveness

- The institution began by replacing the bouquets with green plants duly planted in planters. The practice was well appreciated by one and all and gradually adopted by all the institutions in the vicinity.
- The college started with a unique way of celebration of Diwali and called it a green diwali, all the students and the employees presented plants to each other and those plants were planted in their homes. We started the tradition in 2017 and in 2018, we added a pledge to it that besides planting a tree, the students would share a handmade gift to any one child belonging to underprivileged section, and also would not burn any crackers.
- Planting indigenous trees inside the campus, to attract birds and also to help feed our employees and students was another unique initiative, as the plants were adopted by students and eventually the trees grew bigger and are now bearing fruits. Mango being the National Fruit tree has found a special favour with us. The students, teachers and employees of the college can actually enjoy not only the song of Koel but also an original Kutcha Mango bite. Mango has a lot of Punjabi literature and culture woven around its tangy sweet taste which we have revived in the rewired memory of our students.
- Vrikshabandhan is another green practice of our green culture; on Rakhi our girls took the initiative of tying a rakhi to a tree by making a promise to the trees and themselves that they would

save the trees from any danger.

- Yet another unique feature of our college is the first food forest of the region, 'Atulya Vatika', a small food forest that includes plants, herbs, and indigenous trees of Moringa, Mango, Lemon, Amla and Neem that have been planted right outside our college in the green belt, with an idea of promoting a culture of green belts becoming food belts in the days to come.
- The institution is the first one to replace syntheic wrapping paper with recyclable paper.
- We are the pioneers in the city to set up an institutional waste segregation unit and wet waste composting unit in collaboration with Municipal Corporation, Jalandhar. We have also installed a garden waste shredder. We have participated in mass campaign for educating the community about waste segregation and setting up home composting units.
- The installation of only paper recycling unit in the region has given us an edge over others in disposing of the used paper in a fruitful and creative manner.
- Along with these unique endeavors we have planted more than fifteen hundred trees in the villages adopted by us, under UBA, NSS, and NCC.
- We have also ensured that no village under our adoption indulges in stubble burning.

Impact

- Our green greetings culture has been adopted by almost all the educational institutions and organizations in the vicinity.
- Green Diwali concept and oath was adopted by the Jalandhar Administration and the oath was taken by 4.5 lakh students across the district.
- Green Diwali concept was later on picked up even by the Punjab Government.
- People in the vicinity started planting indigenous trees instead of ornamental trees.
- We helped the local BSF unit in setting up wet waste composting unit.
- The ritual of Vrikshabandhan has embedded the responsibility of saving trees in the psyche of the students.
- Jalandhar Municipal Corporation has appreciated our efforts for reducing approximately 9 tonnes of garbage annually.
- The institution was awarded on Republic Day for promoting Green Practices in the state.

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

5. CONCLUSION

Additional Information :

The institution stands out amidst the plethora of institutions as a distinctive holistic education hub that offers unique opportunities to students to develop in various respective fields of their choice and at the same time develop a global vision with a sense of responsibility towards the community. Excellence in academics is our hall mark and at the same time, our sports give us many reasons to be proud of.

Our sports facilities primarily for 37 sports, that include six academies: Cricket Academy, Wrestling Academy, Archery Academy, Swimming Academy, Badminton Academy and Water Sports Academy, are shared with many schools, colleges and even the community around Jalandhar. With the help of our sports infrastructure and the coaching comparable to the best in the world, we have been instrumental in winning the MAKKA trophy for Guru Nanak Dev University for 22 times out of 23 times by contributing maximum points. Our sports alumnae have carved a name for the country in the world medal tallies.

The institution has been proactive in fulfilling the Academic Social Responsibility by developing and disseminating academic e-content under our special programme, HMVART (HMV Academic Resource Treasure) which we are sharing online with the students of other institutions also.

During the recent pandemic COVID19 fight, our hostels that offer best of the modern facilities have been shortlisted by the local administration to be used as quarantine home.

With global peace, sustainability and harmony at the core of our philosophy, we impart value based education not only theoretically but also practically by setting an example of sharing the resources with the whole world. We teach by action that sharing is caring.

Concluding Remarks :

The institution has come a long way from a handful of students to thousands; from a single room to a state of art infrastructure; from a few courses to a plethora of academic programmes; and all this while as the institution kept on marching ahead with changing times, adopting new strategies, adapting to the changes, and adeptly taking the right steps, we never lost touch with our deep rooted traditions and values. Embodying the essence of DAV movement immanent and inherent in the spirit of amalgamation of tradition and modernity, the institution has taken gigantic strides and carved a niche for itself in the fiercely competitive world.

Keeping the vision and mission of the institution at the forefront, the institution is always setting new benchmarks and striving to attain the fulfillment of the goal of imparting holistic education to women folk; creating a better world of better opportunities for the posterity; and fostering the spirit of harmony, peace and sustainability. As we march ahead, with hope in our heart, determination in our mind, and indomitable strength in our spirit we are sure that we shall overcome all that ever dares to challenge us, we shall surpass all the obstacles and we shall create beauty, and harmony, in us and around us, with all our might, with all our love and care.

As we have moved ahead with times, we shall continue to follow what is good in us and learn from the world to be better. In the post-Covid19 world, HMV will shine like a bright star, showing direction to many others. At

the core of all our action and planning will be the good of all that constitute this 'Vasudhev Kutumbkum'. As we look to a future brighter than the past, we shall keep reminding ourselves

The woods are lovely dark and deep

But we have promises to keep…

And We shall keep those promises.