SELF STUDY REPORT

FOR

2ⁿᵈ CYCLE OF ACCREDITATION

VIVEKANANDA COLLEGE

VIVEKANANDA COLLEGE, VIVEK VIHAR, DELHI-110095
110095
www.vivekanandacollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vivekananda College, **established in 1970** in the trans-Yamuna area with grants from UGC and Delhi Administration, aims to make higher education available to young women**.** Beginning its journey from a school building in Gandhi Nagar, it initially had first generation learners primarily from a **semi-rural background**, with limited resources of time and mobility at their disposal. Even today this holds true for a large number of our students but there is **increasing diversity**. A process of mentoring and interaction beyond classroom teaching continues to be one of the special characteristics of the college.

On 26th of October 1976, the foundation stone for the college building in its new campus at Vivek Vihar was laid by Professor S. Nurul Hasan. A new academic block of 20 classrooms (each with a seating capacity of 60 students) was added in 2013, as part of the OBC expansion plan. Today, the college has a sprawling campus spread on an area of about **10 acres with more than 2000 students and 90 teachers.** A total of 61 spacious classrooms, five computer labs, two food technology labs, two applied psychology labs, two music rooms, two seminar rooms, a medical room, an open stage, sports room, state-of-the-art hockey turf and synthetic athletic track and several other infrastructural ameneties makes the college campus one of the best in the regions. Vivekananda Auditorium and the Sharda Hall witnesses a host of lectures, **seminars, debates and other academic and cultural programmes throughout the year**.

The college offers a diversity of courses (Hons. and Programme) - **eleven UG and two PG courses** related to Arts, Commerce, and Sciences. Several **Add-on courses and one Self-Financing Course** is offered as well. Our college has consistently set high academic standards with toppers.

The college provides assistanec and acts as a resource base for ongoing engagement with the larger community. The Social Outreach and Community development (SOCDC), Vidya Vistar and NSS volunteers of the college have actively facilitated this process of **community outreach**.

The **main focus** of college activities remains the **empowerment of women and inculcation of values of self-worth and responsibility.**

Vision

According to Swami Vivekananda, the guiding spirit of the college, 'Education is the manifestation of the perfection already in man.' Vivekananda college has come to be known for its emphasis on ideals and values of Swami Vivekananda, which are inculcated in its pupils. A range of enriching cultural and sports activities throughout the year add a dimension of team effort and collective enterprise in the all round development of personalities of students. At Vivekananda, the aim is to impart education by which character is developed and the mind achieves a broader perspective to enable our students to look up to wider horizons and become honest and responsible citizens of the country.

"We want that education by which character is formed, strength of mind increased, the intellect is expanded, and by which one can stand on one's own feet. With such an education, women will solve their own problems". – Swami Vivekananda

The idea was to build an institution of higher learning for women, especially those who belonged to under-privileged sections of society. Thus began an experiment to overcome the double marginalisation faced by its first group of students, to empower them to become architects of their own destinies and thereafter to keep this as the overarching principle guiding the institution's growth.

With this spirit, the college strives to provide an enabling and empowering experience for its students; with multifaceted dimensions of their personalities being developed. It is staffed with highly qualified academicians who foster an environment of integrated learning with extensive practical skills.

The College has a rich tradition of celebrating the feminine spirit of strength, compassion, creativity, nurturance, grace and beauty through various programmes and events, both academics and co-curricular. The college values diversity and inclusivity, and acknowledges and safeguards needs of students belonging to diverse demographic profiles.

Mission

The mission of the college concentrates mainly on three areas:

Academic Excellence and Research:

1. The institution will promote academic excellence by **encouraging student-centric teaching and implementing digital pedagogies** in the classroom.
2. The college will arrange **training programmes, webinars, and FDPs**, as well as encourage collaborations with other institutions (MoUs). These programmes will cater to the recent changes and challenges faced by the staff and the students.
3. The students will be made aware of societal challenges and viable interventions through the teaching-learning process. To boost research and innovation, the college will encourage an **interdisciplinary approach.**
4. The college will create awareness to **develop research skills.**

Infrastructure Development:

1. The college will continue to **invest in the infrastructure** (including library and ICT) to ensure the best possible teaching learning experience.
2. The college will contribute to the **health and well-being of staff members** and students as well as of society, by providing special resources to fight the pandemic and for positive hygiene practices. Services such as RT-PCR booth, vaccination drives, sanitisation facilities will be made available in the college premises.
3. The college will promote **environment-friendly measures** and values. For the said purpose, an internal green audit will be conducted, a plastic-free campus will be maintained, and a separate disposal facility for recyclable and non-recyclable items will be provided.

Extension Activities:

1. The college will create an **inclusive environmen**t on campus and expand the extension activities.

2. The ideal of collective growth and development via teacher-student synergy in social outreach programmes will be practised. In order to do so, **Staff Council Committees such as NSS and SOCDC** will encourage students and staff to participate in collaborative endeavours to aid the marginalised section of the society.

3. The college will foster initiatives to promote the spirit of **civic responsibility** in students. **Project "HUM"** will focus on community outreach projects that aim to reduce the gaps between the mainstream and the marginalised sections of our society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Our strength lies in **motivating students from diverse backgrounds to be educated, creative and responsible citizens.**
2. Imparting **application oriented curriculum**.
3. Experienced and competent **faculty.**
4. Involvement of the teachers in the students' education extends beyond the classroom for their **holistic development.** The Cultural Committee and its Societies, WDC, NSS, and Social Outreach and Community Development Committee play a vital role in the overall personality development of the students. Sports facilities which are unique to the college like the Athletic Synthetic Track and Hockey AstroTurf also contribute to the pupils' multifaceted growth.
5. **Well-equipped Laboratories** of the Departments of Applied Psychology, Computer Science, Food Technology, Home Science and Music.
6. **State-of-the-art Library** with latest technology.
7. The Campus is **wifi enabled and ICT facilities** are provided to the students in order to enrich the teaching-learning process; more so during the pandemic.
8. Despite catering to students from diverse backgrounds, including relatively weaker sections of the society where awareness regarding women's education is meagre, our college has consistently performed well and has played a significant role in **empowering girls** with education and skills.
9. Emphasis on **project based learning** and hands on experience.
10. College encourages **collaborative ventures** (MoUs) and consultancy services between college and industry-community-research centres.
11. Creating a 'Green' eco-friendly campus with the use of **solar energy, water harvesting, waste management** (Sorting and 5 R's techniques), awareness campaigns and plantations, and an internal and external green audit.

Institutional Weakness

1. **Lack of permanent staff** in teaching and non teaching.
2. **Lack of financial resources**, due to which many innovative plans for student and teacher development do not take place.
3. Being an **off campus college** there is reduced interaction with other colleges of University of Delhi.
4. **Limited interaction with alumni.**

Institutional Opportunity

1. **Building on innovative ideas** and expanding them into viable projects.
2. Impetus to research.
3. Raising the academic level of the college through **introduction of new courses**.
4. Utilising the **talented pool of students** as well as teachers.
5. Willingness of society and government to **promote women's education**.
6. Conducting more i**nter-disciplinary courses** for teachers and students.
7. Enhancing **vocational skills** of the students and making them self-reliant.
8. Adoption of **new teaching methods** for interactive learning.
9. College location provides numerous opportunities to develop **partnerships with nearby industries,** courts, NGOs and other institutions.

Institutional Challenge

1. **Quick** and continuous **change in the course structure** at the University of Delhi destabilises the teaching learning process and doesn't offer space, time and resources to meet the challenges of the changing environment.
2. **Lack of interest** from the **industry** to join the academia.
3. **Bureaucracy** and time lag in communicating approvals from higher authorities.
4. **Cultural disconnect** from the campus student life.
5. **Parental pressure** on students to opt for financially rewarding careers thereby destroying their motivation to be creative.
6. **Unnecessarily large focus on exam-oriented tasks** which makes it difficult to encourag self-learning process among students.
7. Reduction in the enthusiasm of teachers because of **over–riding bureaucracy.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Meaningful curriculum is the backbone of any educational institution. To ensure effective delivery of the learning outcomes, various measures are undertaken.

1. The institution ensures effective curriculum planning and delivery through **well planned and documented processes.**
2. **Faculty members** are **involved** in curriculum planning and implementation at the level of the **affiliating University**, i.e. University of Delhi.
3. **Workshops and FDPs** are conducted to familiarise faculty with the curriculum and related pedagogy.
4. The institution has a proper **workload distribution** mechanism through which curriculum teaching is divided.
5. **Suitable infrastructure** is sought to be provided to enable a higher quality of learning through equipment and **ICT enabled facilities** in the classrooms and labs.
6. The **library** purchases books and journals regularly as per the requirement of the curriculum.
7. In addition, the **library** provides access to a vast pool of **online** resources through the University of Delhi.

8. **Text books** are also provided and a **book bank facility** allows under-privileged students to avail of essential books for an entire semester.

9. **Action plans** of departments and committees as well as regular meetings of various stakeholders are held and documented.

10. These action plans include conducting of activities that enhance the learning experience and engage students in performing **practical tasks, taking quizzes and other competitions.**

11. **Counselling facilities** and value-added initiatives are taken from time to time for holistic development of various stakeholders.

12. Academic activities are well planned via an **academic calendar.**

13. Students are continuously **assessed and feedback** on attendance and assignments is given.

14. **Add-on courses** have been held in past years to provide additional skills. Active participation of students in add-on courses can be seen over the years.

15. **Curriculum is diverse and inclusive** and the syllabi, too, follow an inclusive approach wherein concerns related to Professional Ethics, Gender, Human Values, Environment and Sustainability are addressed through different courses offered by different departments.

16. **Committees and clubs work** continuously to address such concerns as well.

17. Students from various departments undertake **project work/ field work/ internship.**

18. The institution continuously engages in obtaining f**eedback on academic performance** and ambience of the institution from various stakeholders.

Teaching-learning and Evaluation

Vivekananda College provides an enabling teaching-learning environment to students that is condusive to a realisation of their aspirations.

1. **Admission process** is followed as per the **University of Delhi** guidelines. The entire process is online and the student does not need to come to the college for completion of formalities. Complete transparency is ensured and all relevant information is made available on the University of Delhi and College Website. Staff is available online and on phone to address issues.

2. The **UGC-based LOCF** focusing on learning outcomes has now been introduced in all courses. From the academic year **2022** onwards **National Education policy (NEP)** has been implemented.

3. The college encourages one on one interaction of students and teachers. Teaching pedagogies include **experiential and participative learning** through interactive sessions, projects, experiential exercises, research work, powerpoint presentations, practicum, field visits, audio-visual aids, seminars/ webinars, workshops, debates, etc. besides direct teaching and tutorials so that both slow and advanced learners may benefit.

4. **Continuous assessment, end-of-unit tests, mid-unit tests** are conducted by teachers according to the requirement of the course. Online assessment was used during the pandemic as per DU guidelines. Final exams are held in the semester mode.

5. **Publications in various college magazines** such as Isha, Kasturi wall magazine, and Lavanayam help in participative learning.

6. **Student representatives** are there in almost all committees like Student Union, Social Outreach, College Clubs, ICC, etc. and they actively participate in decision making and develop leadership qualities.

7. The teachers use **ICT tools** including computers, interactive white boards, and several software. Institute premises are wifi enabled with a bandwidth >50 Mbps. Google classroom and Zoom were used to conduct online lectures, share resources and conduct internal exams and assignments during the

pandemic.

8. **College library has IP access as well as remote access** to e-resources of DULS, Membership of Braille library of DULS and N-List renewed every year.

9. The **grievance redressal policy** formulated by the grievance committee is communicated to all students and teachers from time to time.

10. **Mentor-Mentee group** for students are created so that their personal as well as academic issues can be taken up and guidance related to it can be provided. Sessions to orient faculty and students are conducted.

Research, Innovations and Extension

Research, innovation and extension activities flow naturally from intellectual stimulation and, in turn, feed it. The college strives to foster a condusive environment.

1. Many **funds** have been sanctioned for **research projects and conferences/ seminars/ workshops** being organised by the college through bodies of national and international repute.

2. The college has created an **innovative ecosystem for transfer of knowledge** among students, faculty and non-teaching members by organising **field trips/visits; seminars/conferences/workshops/webinars; signing MOU's; creating a Research and Innovation Club; carrying out extension activitie**s; carrying out student enrichment programmes, etc.

3. All the departments and Staff Council Committees of the college conduct **discipline specific seminars/workshops/conferences/webinars** focussed on areas of entrepreneurship/research methodology/IPR from time to time.

4. There has been a steady **increase of publications** in terms of research papers and chapters in SCOPUS/Web of Science indexed journals and books respectively by teachers of all departments.

5. The college has **signed MoU's** with the University of Buraimi, Oman; Mahatma Hansraj Faculty Development Centre, Hansraj College, University of Delhi; Institute of Industrial Development (IID); Government Model College, Deithor, University of Dibrugarh, Assam; for various research collaborations.

6. The **Social Outreach and Community Development Committee** (SOCDC), constituted to reach out to under-privileged sections of society, initiated 'Project HUM' to promote education and awareness among the under-privileged. The committee collaborates with NGOs and governmental organisations such as Delhi State Legal Services Authority (DLSA).

7. Students of **National Service Scheme (NSS)** regularly organise extension activities, awareness campaigns on social issues and donation drives for clothes, books and stationery for deprived children.

8. The College supports the departments and societies (SOCDC, WDC, Vidya Vistar, Eco Club, etc.) to **undertake social outreach programmes** at regular intervals.

9. The College has developed a long-term collaboration with an **NGO - Slum Swaraj Foundation** (for education) and with Delhi State Legal Services Authority (**DLSA**) which provides free legal services to weaker sections of the society.

10. **Covid Task Force** was constituted to carry out Covid awareness programmes for slum children. Anti Covid Task Force was created by 7 NSS units of different colleges of University of Delhi and our NSS unit was also a part of it.

Infrastructure and Learning Resources

Academic/Medical Facilities:

1. **Classrooms** – 61 spacious classrooms. There are 25 classrooms ICT enabled with projectors.
2. **Computer Labs** – Five well-equipped Computer and Statistics Laboratories
3. **Food Technology & Home Science Labs** – Food Technology Lab has been renovated and a new Lab has been constructed.
4. **Psychology Labs** – The objective is to serve as an interface between the theory-praxis distances.
5. **Food Technology Lab – Newly-renovated lab is ready.**
6. **English Language Lab** – Established to facilitate classes for UGC approved short-term courses.
7. **Music Rooms** are equipped with a variety of instruments.
8. **Seminar Room –** Two Seminar Rooms (including Sharda Hall) can accommodate up to 50-60 students and 150 students respectively.
9. **Medical Room and Counselling Room** with 1 bed and essential medicines, etc.

Facilities for Sports Activities:

1. **Sports Room and Gym** – One Sports Room-cum-Gym for sports students.
2. **Play Ground** – Spread over an area of over **10.03 acres** which includes **10825.36 sq. metres** of built up area & rest of open space for garden and sports facilities.
3. **Hockey Astroturf** – Hockey Astroturf inaugurated in 2022.
4. **Synthetic Athletic Track** – A 200-metre Synthetic Athletic Track constructed in 2011.

Facilities for Cultural Activities:

1. **Vivekananda Auditorium** – An auditorium with a capacity of 600, currently under renovation.
2. **Seminar Room/Sharda Hall** – As mentioned above.
3. **Music Rooms** – As mentioned above.
4. **Open Stage** – Spacious place and can accommodate large audience from three sides.

Library as a Learning Resource:

A **state-of-the-art library** spread over three floors, fully automated, with 18 desktops, 3 laptops, 1 server, 6 printers, 1 LCD projector. Total number of books – 66120.

Infrastructure:

1. **Wi-Fi and Bandwidth**: There are multiple broadband connections for seamless wifi connectivity in the entire campus.
2. **Computer labs, desktops, laptops, printers, projectors, LCDs and gooseneck microphones –** The College has 05 computer labs, 25 projectors in classrooms and two seminar room (including Sharda Hall), 167 desktops, 35 printers and photocopiers. There are 33 LCD projectors, and 20 gooseneck microphones.

Student Support and Progression

Vivekananda College has several committees and facilities to support and cater to a diverse range of students from different parts of the country. It ensures seamless progression to higher learning as desired.

1. The **Admissions Committee o**f the college regulates admissions and addresses admission-related grievances of applicants. Anti-Ragging Committee ensures adequate awareness and immediate redressal of grievances. There has been no complaint of ragging for the past many years.

2. The **Internal Complaints Committee** is vigilant regarding the prevention of sexual harassment and provides a safe interface to the complainants.

3. **Student Aid and Fee Concession Committee** provides full/ partial financial assistance to economically weak students. The College also provides several government and institutional scholarships and freeships.

4. **Teachers support** students in their overall progress through regular lectures, tutorials and remedial and doubt sessions, conducted in small groups (for slow/ advanced learners).

5. The college also has a **mentoring programme** which provides special mentoring sessions to students.

6. **Soft skills,** life skills, ICT skills, and other co-curricular courses are regularly **conducted** by the College to enhance and enrich their learning outcomes.

7. An **active Alumni Association** provides guidance about higher studies and jobs/ business to college students by interacting with them through regular Alumni meets.

8. The **Placement and Internship Cell** organises seminars/ workshops for internship and placement opportunities. The Cell has conducted seminars on mass communication/ media studies, and aptitude test and also provides opportunity via job fairs organised by the University of Delhi.

9. In the last five years, many students have been selected for **admission in various eminent institutions for higher studies** in India and abroad. Many students also passed various competitive examinations such as IELTS, GRE, TOEFL, CAT, JAM, etc.

10. Several **students are actively involved in various committees** and **societies** which contributes greatly to the holistic development of the students. These students are regularly involved in various sports, extra-curricular activities, seminars, workshops and competitions.

11. The students of the College have **represented** the institution in **various sports and cultural activities** held at university/state/national/international level and have won several awards.

Governance, Leadership and Management

The college management is highly dedicated and committed to fulfil the requirements of higher education with its governance and leadership in alignment with the vision and mission of the institution.

1. The attempt is to create a **platform for peer learning** where some of the students face double disadvantage of being a girl child from financial weaker sections of the society.
2. This is reflected in the **programmes offered, teaching pedagogy and various other activities of the college.**
3. **Decentralisation and participative management** of various stakeholders can be seen in institutional decision making and governance. The effective functioning of Staff Council Committees can be seen by a case study of SOCDC.
4. **The administrative and financial setup, appointment and service rules and procedures, etc. are in accordance with University of Delhi norms.** This ensures effective and efficient functioning of all wings of the college. The development plan/ strategic plan for the institution serves as a guiding light for the same. Various new committees are formed from time to time to achieve specific objectives.
5. **Implementation of e-governance can be seen in areas of Administration, Finance and Accounts, Student Admission and Support and Examination**. This step brings efficiency and transparency which further increases the effectiveness of governance in the institution.
6. The institution provides various **welfare measures as per the norms of the University of Delhi for the staff members** and this has a direct impact on the quality of the institution.
7. To enhance the quality of staff, **training programmes and FDPs** are conducted regularly. Staff members are encouraged to participate in quality enhancement programmes and duty leave and financial support are provided for the same.
8. College has various measures such as **regular audit** for optimal utilisation of resources.
9. To ensure effective governance in the institution, **IQAC** contributes actively and significantly in institutionalising the quality assurance strategies and processes.

Institutional Values and Best Practices

Measures for Gender equity, Environment friendly campus and promotion of inclusive environment

Vivekananda College being an **all-women** college is fully dedicated towards empowering young women:

1. College has instituted various **committees** such as WDC, NSS, Internal Complaints Committee and Counselling Cell to deal specifically with gender issues
2. Students are engaged in **activities** such as: social outreach activities, self-défense training, pledge ceremonies against dowry, webinars on gender based issues (e.g. sexual harassment, violence, child sexual abuse and legal rights).
3. College has a **Sanitary Pad Vending Machine and Sanitary Napkin Incinerating Machine.**
4. The Institution has undertaken several measures for **tapping alternate sources of energy conservation, management of the various types of waste, water conservation, green campus, disabled-friendly, and barrier free environment**.
5. The college has conducted Green, Energy and Environment Audits.

6. Institutional efforts/initiatives in providing an **inclusive environment** are reflected in the activities of **Social Outreach and Community Development Committee (SOCDC), NSS, Vivekananda Committee, Gandhi Study Circle, Ambedkar and Social Justice Committee et**c. where they work with children living in slums, and conduct several seminars.

7. Several **National/ International commemorative days**, events and festivals are celebrated such as: International Mother Language day, International Mental Health day and National Voter's Day, and National Unity Day, Azadi ka Amrut Mahotsav regularly Independence Day, and Republic day, International Women's Day, World Environment Day, World Ozone Day, World Rivers Day and Yoga Day.

8. **Best Practice 1: Outreach Programmes to promote inclusiveness.** The primary purpose is to **inculcate the values of civic responsibility** in the students by working and supporting marginalised and deprived sections of our society.

9. **Best Practice 2: Online Learning and COVID preparedness.** To ensure that online teaching learning practice continued seamlessly and effectively during the pandemic by **responding quickly and appropriately to challenges.**

10. The institution is **distinctive** in its thrust towards **women's empowerment** and a **gender-sensitive pedagogy**. It does so through several measures and presently conforms to **NEP 2020 recommendations.**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIVEKANANDA COLLEGE
Address	VIVEKANANDA COLLEGE, Vivek Vihar, Delhi-110095
City	Delhi
State	Delhi
Pin	110095
Website	www.vivekanandacollege.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Hina Nandrajog	011-22150100	9810693946	-	vivac2008@vivekanand.du.ac.in
IQAC / CIQA coordinator	Vanita Sondhi	011-9818945615	9810522486	-	vanitasondhi@yahoo.com

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Delhi	University of Delhi	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	01-01-1970	[View Document](#)
12B of UGC	01-01-1970	[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				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	VIVEKANANDA COLLEGE, Vivek Vihar, Delhi-110095	Urban	10.03	10825.36

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	Senior Secondary	English,Hindi	553	585
UG	BCom,Commerce	366	Senior Secondary	English,Hindi	282	256
UG	BCom,Commerce	36	Senior Secondary	English + Hindi	415	543
UG	BA,Applied Psychology	36	Senior Secondary	English	141	112
UG	BA,English	36	Senior Secondary	English,Hindi	167	164
UG	BA,Hindi	36	Senior Secondary	Hindi	167	147
UG	BA,History	36	Senior Secondary	English,Hindi	167	176
UG	BA,Political Science	36	Senior Secondary	English,Hindi	167	177
UG	BA,Sanskrit	36	Senior Secondary	Hindi,Sanskrit	167	67
UG	BSc,Home Science	36	Senior Secondary	English,Hindi	60	37
UG	BSc,Mathematics	36	Senior Secondary	English,Hindi	167	132
PG	MA,Hindi	24	Under Graduation	Hindi	90	52
PG	MA,Sanskrit	24	Under Graduation	Hindi,Sanskrit	90	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				115
Recruited	0	0	0	0	0	0	0	0	24	67	0	91
Yet to Recruit				0				0				24
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				77
Recruited	25	13	0	38
Yet to Recruit				39
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

	Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	8	0	1	12	0	1	2	0	24
M.Phil.	0	0	0	0	11	0	0	0	0	11
PG	0	0	0	0	1	0	0	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	1	0	1
Ph.D.	0	0	0	0	0	0	12	18	0	30
M.Phil.	0	0	0	0	0	0	4	4	0	8
PG	0	0	0	0	0	0	6	9	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	4	0	5

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1155	1241	0	0	2396
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	39	28	0	0	67
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	17	13	0	0	30
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	363	340	303	292
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	49	48	33	28
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	506	530	483	516
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	1197	1118	1130	1449
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2115	2036	1949	2285

Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | a. Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution. Vivekananda College offers and follows curricula offered by the University of Delhi. The college at present offers courses in Humanities, Commerce and some Science subjects. Several faculty members are currently involved in developing the revised UGCF as per NEP 2020. b. Delineate the Institutional approach towards the integration of Humanities and Science with STEM and provide the detail of programs with combinations. 1. The college offers Pure and Applied Sciences. STEM is partially included in certain courses, e.g.: - B.A Programme: Maths, Computer Applications, Food Technology, |

Economics. - B.Com. Programme Commerce & B.Com. (Hons.) - B.Sc.(Hons.) Home Science and B.Sc. (Hons.) Maths, B.A. (Hons.) Applied Psychology 2. The Research and Innovation Club of the college also helps this integration through various activities. c. Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain: - The "Learning Outcome Curriculum Framework" (LOCF) is based on the concept of flexibility and multi-disciplinary approach and credits, e.g. students choose Generic Elective papers from a pool of options other than their primary discipline. - 'Environment Studies' is compulsory. - NEP to be implemented from 2022-2023 also ensures multidisciplinary and value-based approaches. d. What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. - NEP is being implemented from academic session 2022-2023, where a large pool of multidisciplinary, choice-based courses will be offered. - Multiple entry and exits will come into force thereafter. d. What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges? - The college has several committees to engage in research and intervention for community issues, like NSS, Social Outreach & Community Development, Eco Club, Vidya Vistar, etc. -Most programmes offered also have some components embedded in societal context. - The college has an NEP committee which has conducted several events for students and faculty. - Teachers are encouraged to participate in various faculty development programmes and workshops related to the vision and implementation of NEP. - Some faculty members are involved in the development of curricula as per UGCF(2022)_NEP(2020) guidelines at the University level. - The college is doing ground work necessary for successful implementation of Undergraduate Curriculum Framework (UGCF) 2022 which is currently under preparation at the University

	level. It has component of research, statistics and dissertation work. - Scope and work of several committees (NSS and Social Outreach and Community Development) and the Research and Innovation Club are being considered to be broadened. - Take ahead past/existing collaborations such as with University of Buraimi, Sultanate of Oman and IGNOU for research.
2. Academic bank of credits (ABC):	a. Describe the initiatives taken by the institution to fulfill the requirement of Academic bank of credits as proposed in NEP 2020. - Guidelines are awaited from the affiliating university for ABC. - Students are given recognition for participating in sports or extra-curricular activities. - Concerned supervisors encourage their Ph.D scholars to enrol in MOOCs at Swayam platform such as the 'Research, Ethics and Plagiarism Course' as part of their Course-work in the first year of enrolment. b. Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. Guidelines of affiliating University shall be followed. c. Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. The college has signed six MoUs for supporting collaboration, internalization and internationalization of education. These include MoUs with: Mahatma Hansraj Faculty, Development Centre, Hansraj College, University of Delhi (two) - Government Model College, Deithor, Assam under the Vidya Vistar Scheme of University of Delhi - Institute of Industrial Development, an incubator of MSME, GoI. - University of Buraimi, Sultanate of Oman (two). d. How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. The college faculty is involved by the University to design/ revise curricula. The faculty have the freedom to author/prepare/design books, reading material, pedagogy of teaching-learning process (including assignments and tests/assessment). e. Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. Guidelines on

	ABC are awaited. Faculty are being encouraged to attend FDPs/workshops in this area. Students are recognized for their participation in various activities.
3. Skill development:	a. Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework. The college has instituted Skill Enhancement Committee to promote vocational education. Regular courses under DU also promote such learning. b. Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. - Several courses of DU support this. Forthcoming NEP shall enhance this further. - Vidya Vistar Committee and Institute of Industrial Development are currently designing 4 courses to promote vocational education. - A webinar "Spice Processing Unit Business" was organized. Students are informed from time-to-time about various free webinars organized by IID to start business such as of mushroom cultivation, sanitary napkins business etc. - Under Student Enrichment Programe of the Covid 19 Task Force: - The college, in collaboration with Tijare Engineering and Research Corporation and Sim-Tech Education and Welfare Society, helped students to enrol for Mutual Fund Certification Examination (with full fee waiver). - The college, in collaboration with Snehankur Multipurpose Society, organized free Certificate Programme on Digital Marketing (with full fee waiver). - Under Student Development Programme, an Environment Audit course was offered. c. How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. The college organizes short-term courses, lectures, workshops, competitive events on salient events/concepts such as (but not limited to) Independence Day, Republic Day, Constitution Day/ week, Voter's Day, Gandhian values, Vivekananda Studies, Vigilance week, Legal Awareness, Road Safety Awareness, Self-Defence, Poetry competitions. Collaborations are encouraged such as with DLSA, Traffic Police etc. as and when

	feasible. d. Enlist the institution's efforts to: Design a credit structure to ensure that all students take at least one vocational course before graduating. DU guidelines are followed. - Engaging the services of Industry veterans and Master Craftspersons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. - Interaction of Resource persons with students through webinars, seminars and workshops. Students are encouraged to take up internships, become student editorial board members and go for field visits/industrial visits, etc. - To offer vocational education in ODL/blended/on-campus modular modes to learners. - Vidya Vistar Committee in collaboration with Institute of Industrial Development is planning to offer online vocational courses. - NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. Efforts have been made to get in touch with NSDC. - Skill-based courses are planned for students through online and/or distance mode. e. Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. Formation of Staff Council Committees to achieve skill enhancement, e.g. - Skill Enhancement Committee to organize training of students through various modes. - Faculty is encouraged to participate actively in various faculty development programmes related to such areas.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	a. Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses. - DU courses being taught integrate Indian Knowledge Systems in the curriculum, e.g. on Astrology, Ayurveda, Vedic Mathematics, Travel and Tourism, Indian Theatre, Culinary Science (of traditional Indian dishes & preserves such as sherbats, murabbas, chutneys and dried vegetables). Both theory and practice are incorporated. - College encourages activities of Creative Writing Society in three languages. - Yoga is promoted through regular activities. - Indian Arts are encouraged through workshops and exhibitions on diverse Indian folk art. - Spic macay programmes promote Indian culture. - Activities/competitions/workshops are conducted by Cultural Clubs/Societies like Art and Craft, Classical

	dance, Puppetry, etc. - The Vidya Vistar Committee, NEP Committee of Vivekananda College in collaboration with Government Model College, Assam have initiated "Lok Virasat Project". Phase I of the project is "Matti Ki Kushboo" which aims to create an e-repository of folk songs (agriculture based) of north-east India. b. What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. Faculty are encouraged to participate in FDPs, conferences and seminars. Teaching in classrooms is mostly bilingual. c. Provide the details of the degree courses taught in Indian languages and bilingually in the institution. All courses are taught bilingually: - B.A Programme (Food Technology, Music, Political Science, Maths, History, Economics, Sanskrit) - B.Com (Hons and Pass) - B.Sc. (Hons.) Home Science - B.A (Hons.) Applied Psychology - B.A (Hons.) Hindi - B.A (Hons.) Sanskrit - B.A (Hons.) Economics - B.A (Hons.) Political Science - B.A (Hons.) History d. Describe the efforts of the institution to preserve and promote the following: Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) The college is encouraging the promotion of Indian Languages by offering: - BA Hons. and BA programme in Sanskrit and Hindi. - Sanskrit spoken course. - Class projects in Indian languages. e. Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020. - Conducting regular activities/competitions in diverse forms of culture.
5. Focus on Outcome based education (OBE):	a. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? - The college follows curriculum framework, rules and guidelines given by University of Delhi for assessment and evaluation. - At the college level, the Result Analysis and Moderation Committees help in supporting the essence of OBE. - Feedback obtained from the students as well as the interactions with Alumni helps faculty members to continuously understand good practices which can be included in curriculum transaction to result in better placement of the students professionally. b. Explain the efforts made by the institution to capture the Outcome based

	education in teaching and learning practices. Mid-semester Tests, Assignments, Continuous evaluation of Practicals, Internal Assessment, etc. c. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. -Tutorials are held to resolve academic issues. -The college ensures transparent mode of assessment and regular interaction with students to provide feedback.
6. Distance education/online education:	a. Delineate the possibilities of offering vocational courses through ODL mode in the institution. - The college follows the curriculum framework offered by the University. The forthcoming UGCF 2022 has components of vocational added courses (VAC) and Skill Enhancement Courses (SEC). - The Vidya Vistar Committee is in the process of developing a proposal for offering online vocational courses under the scope of MoU signed with the Institute of Industrial development. - IGNOU Study Centre in the college premises offers online education to Masters and Diploma students to supplement their professional competencies. - SOL, DU and NCWEB, DU contact classes are also carried out. a. Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning. - Several faculty members are involved in the development of e-learning tools, e-content such as for ePG pathshala, MOOCs etc. - Wifi connectivity, projectors, computer labs and latest software enhance the teaching-learning experience. - Project work in PPTs is encouraged. b. Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020. During Covid 19 pandemic, especially during the period of lockdown, the college provided google platform to all faculty members by giving Institutional email IDs to all its faculty members and students. This enhanced the scope, efficiency and quality of online teaching-learning process. The Library also provided access to e-resources to faculty and students from the comfort and safety of home. Regular attendance was also recorded.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	A teacher Coordinator had been appointed and ELCs are functional. Yes the ELCs are representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	In the current year: 1. The Youth Voter Festival was organized in collaboration with District Election Officer, District Shahdara on 28th September, 2021. Cultural programmes based on the theme like a monologue on voting, slogan writing, poster making, debate and presentation on Voting. The festival also included an enrolment drive to enroll students as voters (who turned 18 as on 1.1. 2021) and prospective voters (who would turn 18 as on 1.1. 2022). 2. A pledge on electoral Voter's has been taken on 25th Jan 2022. 3. In collaboration with District Election Officer, Shahdara, ELC, Vivekananda College organised a poster-making and slogan writing competition on the theme YOUR VOTE YOUR VOICE on 11th March 2022. 4. 23 Vivekananda students have been part of the launching programme of Matdata Junction, organized by the election commission at Rang Bhawan on 3rd October 2022.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	As mentioned in point no. 3, the focus has been on creating awareness regarding electoral literacy.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	In collaboration with District Election Officer, Shahdara, regular camps are organised to register new voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2463	2285	1949	2036	2115

File Description	Document
Upload supporting document	[View Document]()
Institutional data in the prescribed format	[View Document]()

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 130

File Description	Document
Upload supporting document	[View Document]()
Institutional data in the prescribed format	[View Document]()

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
90	91	103	102	96

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
86.69	73.41	92.83	89.99	94.12

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Curriculum Planning and Delivery

1. **Action Plans**

   - **Action Plans of Departments and Committees:** The various departments conduct lectuers, tutorials and practicals as per the scheduled curriculum. Departments also arrange extra-curricular programmes for an all-round engagement with the curriculum. Committees and clubs guided by Convenors and Teacher Coordinators.
   - **Action Plans for Implementing NEP**: NEP is implemented in academic session beginning July 2023. The NEP Committee organised an interactive session on "National Education Policy 2020". Departments are involved in curriculum framing and implementation.
   - **Regular Meetings**: The Officiating Principal holds meetings with TICs of different departments, administration and committees and regular staff council meetings are also held.

2. Systematic Workload Distribution and Time Tables

Through workload distribution mechanism, curriculum teaching is divided amongst teachers prior to the commencement of the semester through consensus. The timetables are shared with the class groups through the college website and WhatsApp groups. Prior to the pandemic, timetable charts were pasted outside the classrooms. A Room Register is maintained.

3. Orientation

The college conducts orientation programmes for students in order to guide them about available resources and facilities.

4. Counselling Facilities

The college has a dedicated 'Counselling Cell' to provide assistance to students.

5. Value Adding Initiatives

The college organises professional development programmes for teaching staff and administrative training programmes for non-teaching staff in order to upscale their skills, which further helps in dealing with dynamic changes and challenges in the curriculum.

Academic Calendar and Conduct of Continuous Internal Assessment

- **Academic Calendar:** University of Delhi calendar is followed and the link is also provided on the college website. All programmes commence and disperse classes in a timely manner.
- **Assessment Methods:** Student assessment is done through assignments, class tests, presentations, rracticals and end-semester exams as per DU guidelines.
- **Organised Regulated System of Internal Assessment:** Teachers submit the results of internal assessment conducted during the semester. IA is shared with students before final submission to ensure there is no discrepancy.
- **Guidance for Examination:** Examination Committee ensures smooth conduct of examination in online/ offline mode as per DU guidelines. The committee held orientation sessions for students and teachers during the pandemic to acquaint students with the online examination process.
- **Teachers Participating in Evaluation and Paper Setting:** Besides conducting and evaluating internal assessment, the teachers of the institute participate in the evaluation process at university level - the ultimate stage of curriculum assessment. The college encourages the faculty to complete the process of evaluation at designated centres.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 4

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 0.96

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
30	26	48	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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:

1. Beliefs and Practices

The institution follows the ideals of Swami Vivekananda and highlights his philosophy. The college provides **a dynamic and empowering educational environment** for young women. The institution inculcates values such as Professional Ethics, Gender Sensitivity, Human Values, Environment and Sustainability, both in letter and spirit.

2. Diverse and Inclusive Curriculum

The institution follows the latest syllabi issued by the University of Delhi. The **syllabi** follows an **inclusive approach** wherein these concerns are addressed through different courses offered by various departments.

3. Committees

Along with textbook and classroom teaching-learning, many **Committees and Clubs** are dedicated to **particular concerns**, for instance:

- **Women Development Cell (WDC)** promotes women empowerment through talks, discussions, seminars/ webinars, competitions and many other such initiatives (proofs in criterion 7).
- **Garden and Environment Committee** and **Eco Club** focus on concerns related to enrichment of a sustainable environment. Besides, the college promotes a green campus with initiatives like segregation of waste, composting of fallen leaves, greenhouse to nurture plants, solar panels to generate electricity, water harvesting, etc. (proofs in criterion 7).
- The college has a very strong network of student volunteers for **NSS** and **Social Outreach and Community Development**. **These Committees provide experiential learning experience by conducting surveys/ polls, plantation drives, community service, flower show, heritage walk, pledge sessions, donation camps, etc.** The students learn human values, understand professional ethics, contribute to environment and sustainability (proofs in criterion 3). The **Counselling Cell** takes a humane approach to deal with students and in turn instills the spirit of empathy. (proofs in metric 1.1.1).
- **Ethical Clearance Committee** ensures that ethical guidelines are followed in research.

These committees organise webinars, interactive sessions, talks, workshops, etc. to discuss aforementioned issues (proofs in criterion 3).

- Moreover, the **IQAC** endeavours to enhance professional ethics as well as focusses on many other relevant issues, such as women empowerment, employability, mental health, etc. (proofs in criterion 6).

4. Campaigns and Initiatives

The college encourages students to regularly participate in extension activities. Besides, the College has provided facilities such as **RTPCR** (during the pandemic) and medical camps for students and staff, etc. In addition, in the firm belief that education can break barriers and be a great equaliser for any society; the Social Outreach and Community Development Committee launched '**Project HUM – Bridge the Gap**'. The college collaborated with community members (specifically members of Jhilmil Colony) to reduce the gaps between the mainstream and the marginalised sections of our society primarily in the area of education as well as undertake civic initiatives. Such initiatives address important issues such as health, environment, women empowerment, etc. (proofs in criterion 3).

5. Events

All the Departments of the institution organise **interdisciplinary events**, and such events broaden the horizons of students and help them to form new perspectives about concerns such as gender equality, environmental sustainability, professional ethics, human values, etc. (proofs in criterion 3 and 7).

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

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

Response: 14.86

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

Response: 366

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	[View Document](#)

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 95.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
855	976	706	671	610

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

2021-22	2020-21	2019-20	2018-19	2017-18
923	923	789	712	662

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.1.2 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: 58.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
312	305	273	259	247

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

2021-22	2020-21	2019-20	2018-19	2017-18
595	595	454	369	369

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 27.37

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 using ICT tools

Response:

Vivekananda College has always ensured excellence in its teaching-learning process by implementing creative strategies to improve the learning process and fostering a dynamic environment.

1. **Experiential and Participative Learning:** Interactive sessions, experiential exercises, presentations by students, project work, virtual field visits, audio-visual aids, practicum, online demonstrations, **webinars/ online-workshops, debates, and quizzes** are used besides direct teaching and tutorials. **Peer learning and group projects** impart important values of sharing and cooperation. **Research by students** is encouraged and students carry out various projects to encourage participative learning. For example, students can choose from a number of subjects, with an emphasis of the course curriculum being on experiential and participative learning.

2. **Project-based Learning and Internships:** Project based learning has become increasingly popular, with students conducting **research projects** on their own or in partnership with instructors to better **understand significant societal issues and to develop their academic, conceptual, and practical knowledge**. Several college societies and departments publish yearly publications and newsletters with timely current issues. These give students a platform to express their creativity, knowledge and talent in conjunction with the all-encompassing development of their personality. Vivekananda College promotes student **internships** as a way to give students practical experience which gives them an edge in their professional life. Internship offers an invaluable chance for students to network and build crucial professional connections even before they graduate.

3. **Extension Activities:** The **Food Technology Department** has conducted two activities during the mentioned time period: Nutrition Report Card Programme (September 2020) and a study on Assessment of Food Security and Food Safety during Lockdown 2.0 in East Delhi-India along with

the NSS unit of the college. NSS also conducted research on managing stress during difficult times called "*Ekagra*" (*Translated from Hindi to English*). Many extension activities are carried out by **NSS, Vidya Vistar and Social Outreach and Community Development Committee** for overall holistic development of the students and for empowering society. Proofs for extension activities and details are stated in (3.4.1.).

4. **Student Enrichment Activities:** Various Departments, Staff Council Committees such as IQAC, Social Outreach Committee, Student Union Advisory Committee, Vidya Vistar Committee, COVID-19 Task Force Committee, Sports Committee and Clubs such as ENACTUS, IT Society, etc. carry out various student enrichment activities from time to time on a regular basis. The details of the same along with proofs have been discussed in criteria 3 and 5 (5.3.1; 5.3.2 and 5.3.3).

5. **Magazine Publications:** Students are encouraged to present their innovative ideas in various publications of the college (including departmental/ committee publications): "Isha" (college magazine), "Kasturi- wall magazine" (Hindi department) and "Lavanyam" (NSS Magazine), among others.

File Description	Document
Upload Additional information	[View Document]

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 83.83

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

2021-22	2020-21	2019-20	2018-19	2017-18
115	115	115	115	115

File Description	Document
Upload supporting document	[View Document]

2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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: 94.61

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
84	84	93	93	102

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

1. **Internal assessment schedule:** Students are informed beforehand about the academic calendar, requirements for the end-semester exam and tentative dates according to both teacher, student requirements and contextual factors. During the pandemic a lot of flexibility was given to students in submitting the assignments due to the extraordinary circumstances. Extra time is given to students with a disability for equitable evaluation.
2. **Examination Committee:** The college examination committee ensures smooth conduct of exams. The committee follows the guidelines issued by University of Delhi. All exam-related procedural guidelines are followed by teachers and students. If students have any grievances, they can approach the teacher directly. In case it doesn't get resolved then one can approach the Grievance Redressal Committee.
3. **Modes of Internal and External Assessment:** Online assessment was used during pandemic as per DU guidelines. Continuous assessment, end-of-unit tests, mid-unit tests are conducted by teachers according to the requirements of the course. This includes written assignments that can be emailed or uploaded, presentations by students, etc. Questions banks are available in the college library and through DU website. External evaluation through end-semester examinations is conducted as per DU guidelines in the OBE mode as well as in the physical mode.
4. **Grievance Redressal Committee:** This committee of the institution ensures that grievances related to the internal examination are addressed in a transparent, time-bound and efficient manner. The grievance redressal policy has been formulated by the Grievance Redressal Committee is communicated to all students and teachers from time to time. The procedure to register complaints in the college is:

- The Grievance Committee will meet as and when required depending on grievances received.
- **Minimum of 3 members out of 4 members of the Grievance Committee shall be present in a meeting**. The members shall study the application, and after looking into the relevant documents, submit its recommendations and report to the Principal as soon as possible and within a maximum

of 15 days from the date of application. In case of any difficulties, the Grievance Committee shall have a discussion with the Principal before the final decision is taken.

- The final **settlement** of any grievance shall be made within a **reasonable period** (normally not exceeding one month) by the Principal after the recommendations are submitted by the Grievance Redressal Committee.
- If a member of the Grievance Redressal Committee has a connection with the grievance of the aggrieved individual, the concerned member of the Grievance Redressal Committee shall not participate in the deliberations regarding that individual's case.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Response:

Programme and Course Outcome as per the Syllabus:

1. The UGC-based **LOCF** that focusses on learning outcomes has now been introduced in all courses.
2. After **extensive collaboration with all faculty and stakeholders**, the relevant department of DU develops Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). Many college teachers are members of these committees.
3. Once a consensus has been reached, the **information is extensively disseminated and popularised through the curriculum and by teachers in the classrooms**. The curriculum itself is available through the DU link provided on the college website. From the academic year **2022** onwards **National Education policy (NEP)** has been implemented. The College is taking all required measures for the smooth introduction of NEP by organising webinars/ seminars and by participating in various events organised by other University of Delhi Colleges. All the outcomes are based on internal and evaluation assessments.

Student Participation and Evaluation:

1. In order to assess overall behavioural outcomes, students are also encouraged to **participate in college committees and club activities, extension activities, field trips and various co-curricular activities**.
2. The **Best Student Award** is given at the end of the year which takes into account all parameters of the outcome's framework and overall participation of students in various academic and co-curricular activities organised in the college. This encourages a holistic development of students.
3. After the overall results are declared by DU based on internal and external assessment, **awards** are also given to the students with meritorious performance. This encourages all students to improve their performance as per the outcome-based framework.
4. Teachers and students also discuss in various i**nformal meetings** how the outcomes can be

improved further.

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

2.6.2 Pass percentage of Students during last five years

Response: 94.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
662	631	647	665	672

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

2021-22	2020-21	2019-20	2018-19	2017-18
680	644	676	767	701

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.89

File Description	Document
Upload database of all students on roll	[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 in the institution during the last five years (INR in Lakhs)*

Response: 41.71

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	41.71

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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:

Vivekananda College always strives to create an innovative ecosystem for dissemination of knowledge in the following ways:

1. **Field Visits/ Field Trips:** Various departments organise field visits; heritage walks and field trips to acquaint students with the world around.
2. **Internships:** Internships are facilitated by various departments. Students are trained in NGOs, Charitable Trusts, Psychological Centres, etc.
3. **Research and Innovation Club:** This club conducts studies related to food product development and on issues related to food safety, e.g. quality assessment of chilli sauce in street food, development of innovative preserve, nutrition report card programme, etc.
4. **Webinars/Seminars/Conferences:** Several seminars, webinars and conferences are conducted for everyone.
5. **Transfer of knowledge through MoUs:** Vivekananda College has signed various MoUs including those with Mahatma Hansraj Faculty Development Centre, Government Model College (Assam), Institute of Industrial Development, and University of Buraimi (Oman).
6. **Encouraging innovative research by students and extension activities:** The Department of English has carried out two National Student Seminars which had paper presentations by students.

The Department of Food Technology and Home Science also had a special section for student presentations during the Food Saga National Seminar and the Seminar on Food and Culture of North East: Sustainable Development. In the International Conference on Peace also, a section for student presentations was kept. Many research articles have also been published that are a starting point to ongoing systemic research (Proofs given in 3.3.1). Extension activities are carried out by NSS and Social Outreach Committee for the overall holistic development of the students and for empowering society (proofs for extension activities in 3.4.1).

7. **Awards and Recognition Received by Faculty:** Many faculty members have received awards and recognitions for their innovative research work as stated in 3.4.2.

8. **Magazine Publications:** The students are encouraged to present their innovative ideas in various publications of the college (including departmental/ committee publications): "Isha" (college magazine), "Kasturi- wall magazine" (Hindi Department) and "Lavanyam" (NSS Magazine), among others.

9. **Skill Enhancement Activities:** Various skill enhancement activities are held regularly by the Departments and Committees like Skill Enhancement Committee, etc. as stated in Criteria (5.1.2).

10. **Student Holistic Development Activities:** Various Departments, Staff Council Committees such as IQAC, Social Outreach Committee, Student Union Advisory Committee, etc. have student representation and participation (covered in criteria 5.3.1 and 5.3.2)

11. **Patents Filed and Published by Faculties:** One patent has been published by Ms. Vishakha Jain and Ms. Rachna Megh from Economics and Commerce Department respectively in the Indian Journal of Patents on "Smart Mesh Filters for Open Drains". Many other are in the pipeline.

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

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

Response: 28

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	4	3	3	5

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1 *Number of research papers published per teacher in the Journals notified on UGC care list during the last five years*

Response: 0.49

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
22	13	10	11	8

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2 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: 0.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	9	15	7	31

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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:

Vivekananda College organised extension activities with the objective of sensitising students about social issues and contributing to the community.

1. **Social Outreach and Community Development Committee** (SOCDC), Vivekananda College, **collaborated with DLSA**. Members are engaged in the online **'Saarthi: Ek Ache Kal Ke Liye initiative'** to support students from nearby slum areas. With the concept of **"Each One Teach One"**, it organises a platform for the under-resourced children to interact with a teacher/ mentor. SOCDC conducted regular **educational camps, distributed dry rations** and organised legal, health and environmental awareness programmes for slum residents. "**Be Your Own Lakshmi** " shared insights with the women participants about financial concepts.

2. SOCDC organized a 3-day programme titled '**Project Shakti**', an educational **camp** for 50+ slum students and a **Cloth Donation drive** was organised. DLSA - SODC organised an **awareness programme on Coronavirus,** a Health Camp-Cum-Legal Awareness Programme and a rally on '**Beat The Plastic'** for the Jhilmil slum areas. **Project "HUM"** tries to uplift the marginalised sections of society.

3. **Enactus** organised an exclusive webinar on "**Skill, Entrepreneurship Development And Employability Opportunity"** to create awareness about entrepreneurship and employability opportunities. A **fundraiser event - Azal** was also organised.

4. **NSS, Vivekananda College** organised film screening on **Child Trafficking, Tiger Conservation, Kargil Vijay Divas**, Paper Bag Campaign, Tree Plantation, Workshop on First Aid Techniques and CPR, Mental Health, Breast Cancer Awareness, **Health Talk** on Eradicate Smokeless Tobacco, Umeed – Ek Kiran (Drug Addiction), **Swachhta Pakhwada**, Impact of Food Choices on Our Health, Our Environment and Animals, Cancer Prevention and Palliative Care, Clean India Drive & Cloth Donation Drive. NSS organized a workshop on **Road Safety**. NSS trained students for the "**Teach India Project**" in association with the Teach India Group. NSS organized a "**Keep India Clean**" rally and a campaign called "**Mashaal**" on social awareness. The NSS along with the Delhi Police and Lions Club organised a Self Defense Camp and **visited the slums (Raen Basera)** to donate food, clothes, books, etc.

5. **WDC** focusses on woman empowerment and the Internal Complaints Committee looks into issues of sexual harassment and mental health of women. WDC organised student presentations and lectures on "**Women Empowerment**."

6. The college developed a long-term collaboration with two organisations **- Slum Swaraj Foundation** (education) and Delhi state legal services authority (**DLSA**). An introductory session for "**Light De Literacy**" (**NGO for slum literacy & child empowerment** was conducted.

7. Under the **Electoral Literacy Programme** several competitions, a **NUKKAD NATAK** and Electoral Awareness Week was organised. The NUKKAD NATAK was performed where the children of the Jhilmil colony actively participated.

8. A national seminar on "**Environment and Urban Ecosystem: From Individual To Ecological**" and poster-making competition called "**Forest and Livelihood: Sustaining People and Planet**" was organised by ECO Club.

9. **Vidya Vistar** Committee **collaborated successfully with Government Model College, Assam** to help the institution in capacity-development.

10. **Covid Task Force** of the college developed advisories, facilitated on-campus **RTPCR COVID-19 testing facility**, **Vaccination Camps** and organised **webinars**.

Through these various extension activities, students have become more responsible towards society and its issues and thus facilitate holistic development.

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

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Vivekananda College has received many awards and recognitions for extension activities from Government/ Government recognised bodies through its faculty members and students.

1. Dr Neeta Mathur, Associate Professor has been recognised many times for her classical vocal recitals:

- She was invited to present a video message in **'Kala Setu' programme, Lok Sabha TV** on COVID awareness (10/6/2020), repeat telecast on 11/6/2020.
- She spread awareness for Coronavirus through a musical video message on 20/4/2020 which was broadcast on **Prasar Bharti, Doordarshan.**
- Classical vocal recital was telecast on **All India Radio.**
- Invited as guest speaker for **Doordarshan Aaj Savere** programme, 25/3/2017
- Her prestigious **National programme of music** was telecast on Doordarshan on 7/7/2018

2. Dr Sukhneet Suri, Associate Professor was conferred the following awards in 2022:

- **"Food Safety Mentor Award"** by the Center for Quality and Food Safety, GGS Indraprastha University and Manav Rachna University on World Food Safety Day.
- **"Best Teacher Award"** (2020-21), from the Directorate of Higher Education, NCT, Government of India.

3. **Dr Shahnaz Begum,** Assistant Professor has been awarded a number of awards:

- '**Shikshak Samman**' Award from Lions Clubs International on 05/09/2020.
- On the occasion of National Teacher's Day on 5th September 2021, she was awarded '**Dr. Sarvepalli Radhakrishnan National Best Faculty Award 2021**' in appreciation of the dedication and commitment in teaching and research in history from Center for Professional Advancement Continuous Education (CPACE).
- She received '**International Academic and Research Excellence Award, 2021**' in recognition of her consistently good performance in history by 'The International Multi- Disciplinary Research Foundation'.
- She also received Certificate of Appreciation in **NGO** Mela held on 18/11/2016 in YMC.

4. Our student **Ms Suhani Gupta** spread awareness through self-made songs on COVID-19, girls education and cleanliness and received many awards/ recognition.

- Appreciation letter given by **Minister of State for Culture and Tourism**, Govt. of India, Year 2020.
- Appreciation letter given by **Minister of State for Women's Welfare, Child Development and**

Nutrition, Govt. of Uttar Pradesh, Year 2020.

- Appreciation letter given by **District Information Officer**, Year 2021.
- Certificate for appreciation given by **Ghaziabad Nagar Nigam**, Year 2021.
- Certificate for appreciation given by **Department of Women Welfare, Ghaziabad**, Year 2021.

5. Our Psychology students presented a research paper on "**Impact of Rural and Urban Sub-culture on Moral Development**" and were awarded III position by the Department of Psychology, CHRIST, Bengaluru on 5/2/2018. Some students presented a research paper on "**Social Security and Internet Usage**" and were awarded III position by the Department of Psychology, Indraprastha College for Women, University of Delhi.

6. Many students have been awarded by various **NGOs** for their outstanding contributions for extension activities. Many students were recognised by **Ritva Foundation India** for being star volunteers for the organisation. Some students were recognised by **NGO Tharaav** for their outstanding work.

7. Some students received a Certificate of Excellence for their involvement in **Green Revolution Global Certification Programme** by International Center for Culture & Education to Educate, Inspire & Act against climate change.

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

3.4.3 Number of extension and outreach programs 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: 311

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

2021-22	2020-21	2019-20	2018-19	2017-18
87	114	62	32	16

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 6

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

1.1. Classrooms – The college has 61 spacious, airy and well-lit classrooms. There are 25 ICT enabled classrooms with projectors to support audio-visual teaching methods. All classrooms have black or white boards and a notice board.

1.2. Computer Labs – The college has 5 well-equipped Computer and Statistics Laboratories for innovative and scientific experiments.

1.3. Food Technology Lab – The college has two Food Technology labs. The analytical lab has sophisticated instrumentation facilities for students. Some of the key instruments are: moisturometer, vacuum oven, Brookfield viscometer, penetrometer, Soxhlet unit, etc. Currently, one of the Labs is under renovation.

1.4. Home Science Lab – The college has started a new course, i.e. B.Sc. (Hons.) Home Science. An additional lab and room are being built.

1.5. Psychology Lab – The college has two laboratories to serve as an interface between theory-praxis. They are well-equipped with traditional apparatus like tachistoscope, memory drum, electronic memory apparatus, Muller-Lyer apparatus, etc.

1.6. English Language Lab – This was set up to facilitate classes for UGC approved short-term courses and student-learning programmes on language/ communication skills.

1.7. Music Rooms – The college has 2 music rooms which are equipped with a variety of instruments to facilitate students in their practical work and hence equip them with skills of better coordination with different instruments.

1.8. Seminar Room – The college has 2 seminar rooms. These air-conditioned rooms can accommodate up to 50-60 students and 150 students respectively.

1.9. College Library – This is well-stocked and fully computerised using LSEase software. It has approximately 65000 Books covering almost all aspects of Arts,Commerce, Humanities. RFID technology has been installed.

1.10. ??Medical Room/ Counseling Room – The College has a well-equipped medical room with 1 bed. First aid facilities and basic equipment is available.

2. Facilities for Sports Activities:

2.1. Sports Room and Gym – The college has 1 sports room-cum-gym for sports students. There is a large

playground in the sprawling college campus at Vivek Vihar spread over an area of over 10.03 acres which includes 10825.36 sq. metres of built up area & rest of open space for garden and sports facilities.

2.2. Hockey Astroturf – The college has astroturf for Hockey. Intensive training is imparted under expert guidance.

2.3. Synthetic Athletic Track – The college has one 200-metre Synthetic Athletic Track.

3. Facilities for Cultural Activities

3.1 Vivekananda Auditorium – This has a seating capacity of 650 (approx) to host various academic and cultural events of the college and east Delhi community. It also encourages well-known cultural groups to hold their programmes for the benefit of the students and community. It is currently being revamped.

3.2 Sharda Hall – With a seating capacity of about 120, this is a smaller auditorium.

3.3 Open Stage – Cultural activities are carried out on an open stage and the space around it can accommodate large audience from three sides.

3.4 Practice Room – A room with full-length mirrors allows students to practice their performances.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 21.6

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
04.20	47.86	16.58	11.09	14.69

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

1. The college library 2.0, is a **state-of-the-art library, fully automated** since 2004 with **LSEase (ILMS), RFID enabled** with a book drop facility, accessible through **smart ID card or Biometrics, OPAC** and uses many web tools to provide web-based information services.
2. **Complete automated stock verification** was done in 2020-2021. It is significant that there only a minimal loss (0.03%) of books was recorded.
3. Total Number of **books** as on date are **66127** and the library subscribes to **13 print journals.** Due to COVID-19 pandemic, the library promoted **Online Services** and e-resources. **Assistance to differently-abled patrons** is provided through Audio CDs, Braille Books, Laptop (Notebook) with an optical scanner camera. Access to the DULS Braille library is facilitated. Microsoft edge, the free software is available to convert text into sound for disabled patrons.
4. Other Highlights

- In-house designed Library **website;** accessible bilingually on smartphones.
- Table of contents of library subscribed print journals.
- Table of contents of books in OPAC & on library website.
- In-house developed **software** to record the **footfall** digitally.
- Own **social media accounts** like: Facebook page, Twitter handle, Instagram and YouTube channel for CAS, publicising and live streaming of college events.
- **Virtual orientation programmes**
- Institutional Repository of **DU question papers**.
- **Mandatory Feedback** through online form for final year students. All web forms available on the library website. **QR codes** generated and displayed on the notice board, the library website and other places in the library.
- **Plagiarism checking service**
- A **national webinar** organised on 'Plagiarism: Issues and Challenges'.
- A new information service '**e-Vaartalaap'** initiated to resolve queries of patrons in virtual mode in real time.
- A **national webinar** on 'Information Literacy Skills".
- Honorary **Internship** for Content writing for library social media.
- Honorary **Internship** to library science graduates.
- '**Azadi ka Amrit Mahotsava'** celebrated by displaying the library collection and participating in various events.
- Displayed the **latest Hindi book** collection on 'Rashtriye Hindi Diwas'
- Library science **students come to survey**/ tour the library and outside students are given permission to use library services.

5. **E-resources:** The library provides access to e-resources through the DULS. Electronic resource management is through DULS and NList. J-Gate helps in federated search. DULS facilitated remote access to its e-resources during COVID-19 pandemic for faculty, PG students and research scholars. Later it launched its e-library mobile app to make e-resources available to members through smartphones. The

college library has had membership of NList since 2011 to provide access to e-resources to undergraduate students. Earlier this service was provided on demand but during COVID-19 times all the students and faculty members were registered for the same, and IDs were created and emailed to facilitate remote access. The library is also a member of DELNET and access to its e-resources is available. Other important links of open access resources are also circulated from time to time and are available on college website.

6. **Average Expenditure on Books** and Journals in Lakhs: Rupees 4.47.

7. **Average Usage per Day** is 364, a commendable average taking into consideration COVID shut down period.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Response:

1. **Wi-Fi and Bandwidth:** Teachers use ICT tools including computers, interactive white boards and several software. Institute premises are wifi enabled and there are six wifi connections i.e., one from Delhi University, one from NEXTRA, and four from EXCITEL with a bandwidth up to 300 MBPS. Classrooms and auditoriums are enabled with IT provisions. CCTV and Biometric systems are also available in the institution. Latest software is used by departments, e.g. Maths and Computer Science.
2. **Teaching Pedagogies:** Teachers also use PowerPoint Presentations, lecture recordings, uploading on google drive and audio/video aids. Google Forms are also used for taking feedback, research-based activities, maintaining attendance, etc. During the pandemic period, Google classroom and Zoom were used by faculty to conduct online lectures, share resources and conduct internal exams and assignments. Pedagogy was mainly participative. During this time all webinars, FDPs, workshops, DU exams, outreach programmes were conducted through ICT.
3. **Upgrading ICT skills:** During the pandemic, several webinars as well as FDP on MS tools were organised by college committees and IQAC. (Covered in criterion 5.3.3)
4. **Computer labs, desktops, laptops, printers, projectors, LCDs and gooseneck microphones:** The College has five computer labs, 25 projectors in classrooms and **two** seminar rooms (i.e. Sharda Hall), 167 desktops, 35 printers and photocopiers. There are 33 LCD projectors, and 20 gooseneck microphones.
5. **Website:** The Website Committee of the college regularly maintains its website which is interactive and user-friendly. Notices pertaining to college activities, seminars, and events, tender

calls, etc. are regularly posted on college website. The website also provides extended links to e-Library management services, payment gateway for events, and student document requests.

6. **Software:** The licensed software used by the college are Free/ Open-Source Software Turbo C++ (Win), WAMP server, Ubuntu, Open Office, Python, MS SQL, GIMPR, Latex. The paid Licensed Software used by the College are Microsoft Office Pro 2012, Mathematica, TALLY and Time table.

7. **Online library resources:** College library has IP access as well as remote access to e-resources of DULS, memberships of Braille library of DULS and N-List are renewed every year. Students of second and third year have been given institutional Email IDs as well.

8. **Overcoming challenges:** Even though most software is in English, yet Hindi and Sanskrit departments were also able to adopt this new technology and were completely online. ICT facilities were upgraded and college laptops were made available for issuance.

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

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

Response: 14.75

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 167

File Description	Document
Upload supporting document	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 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: 34.8

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
45.81	40.26	16.58	44.47	4.96

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 21.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
235	224	756	565	566

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 17.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
467	440	215	370	381

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

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

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 6.74

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
76	80	10	44	11

5.2.1.2 **Number of outgoing students year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
662	631	647	665	672

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 54.55

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
6	18	4	7	1

5.2.2.2 **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**

2021-22	2020-21	2019-20	2018-19	2017-18
11	33	7	13	2

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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: 49

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at*

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
13	03	11	01	21

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 48.8

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
51	16	64	39	74

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

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

Response:

The College has a **fully functional and active Alumni Association** though it is not registered yet. The Alumni Committee manages the Alumni Association to promote a feeling of connection and camaraderie among college students scattered in all walks of life.

1. The association has **more than 200 members**. These members as well as other alumni share their onward journeys; **provide guidance; facilitate career opportunities/ job placement for present**

students. Alumni also support the existing batch of students in organising events and extend **support in various student activities**.

2. In order to maintain records of its alumni and to create a strong bond between the alumni and the institution, the Alumni Committee conducts **Alumni Meets** (2018-19, and 2021-2022). Superannuated teachers are also invited. Students and teachers meet informally and share their experiences over snacks and lunch.

3. From 2019-2020, **Alumni Speaker Series** was held with an objective that the alumni, who are well-placed in the industry are able to use their network to facilitate opportunities for the students in career advancement and placements. **Successful alumni** of our college were invited to share their experiences and talk about their professional journeys. The alumni bonds with the college community in an interactive session with the students.

4. The college believes that it is not only professionally successful alumni that we need to associate with; rather the college is an umbrella for all her alumni to feel at home and reach out for support and advice if required. A**lumni who do not have careers are equally dear and precious** to the college.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

I. **Vivekananda College was set up with a vision to be a holistic centre of higher learning for girl students from diverse backgrounds primarily in the Trans-Yamuna region to impart sound theoretical learning coupled with extensive practical skills:**

A. The institution is affiliated to the University of Delhi and runs **undergraduate programmes** in different disciplines and **post-graduate programmes** in Hindi and Sanskrit (M.A. English has also been approved). **Add-on as well as self-financed courses** such as Legal Awareness and Language Proficiency in German cater to diverse interests of students.

B. **Teaching Pedagogy** used in the institution is **participative and experiential** which was continued online during the pandemic. Library facilities and college counsellor facility also continued seamlessly during this period.

C. The college promotes **holistic development through sports and extra-curricular activities**. **Student clubs** such as Entrepreneurship Cell, Enactus, Financio, Women Development Cell and **various MOUs** signed by the institution emphasise this fact.

D. **Socio-economic inclusivity** is fostered by providing total/ partial fee waiver/ fee concession to students from economically weaker backgrounds. In addition, the college engages in **social outreach initiatives,** for example, SOCDC is one example of empowered women further empowering others, especially women.

II. **Decentralisation and participative management of various stakeholders can be seen in the decision making and institutional governance. As mandated by Delhi University norms, the hierarchal structure of governance is inbuilt where the decision-making process is collective and democratic:**

A. **Governing Body** administers the college affairs and appoints a full-time Principal responsible for overall management.

B. The Principal ensures that **Staff Council meetings** are held regularly, and during the pandemic, these were held online to discuss necessary issues. In addition, meetings with **non-teaching staff** are also held. Students are members of all department societies and extra-curricular clubs/ societies for participative decision making and implementation of enriching programmes.

C. The College teachers are an integral part of the IQAC. **IQAC continuously works to promote extensive development of teaching staff**, non-teaching staff and students of the college

D. Each **department** works under the aegis of its **Teacher-in-Charge**. Workload and teaching is shared

and each teacher is allocated a list of students to mentor; additionally, select students are appointed as office bearers/class representatives to ensure effective **communication**. This channel is used for disbursing information as well as collection of information.

E. **Non-teaching staff** works transparently as a team comprising of Administrative, Accounting, Library and Lab staff.

F. An **elected student union** works under the guidance of Student Union Advisory Committee.

G. Case study displaying decentralisation: Social Outreach and Community Development Committee (SOCDC)

1. In a Staff Council meeting in 2018, SOCDC was formed with the Principal, faculty members and students.
2. The committee then established linkages with RWAs, NGOs, etc.
3. Project **'HUM' - Bridge the Gap** was launched. The framework of the project was decided in several meetings by committee members and students. Students along with designated teachers visited the children in slums in Jhilmil Colony and extended educational support.
4. Non-Teaching staff provided structural support for implementing activities of the committee.

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

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The functioning and policies of the institution and its bodies demonstrate efficiency and effectiveness. The decision making represents participative management at various stages.

I. Administrative Set-up

1. The first tier is represented by the **Governing Body**.

2. The teaching staff is divided into departments with a **Teacher-in-Charge** heading each department.

3. The college functions through **Staff Council Committees.**

4. **Administrative and Accounts staff members** are recruited according to Recruitment Rules (Non-Teaching Employees 2020) under Ordinance XXII-D and support the authorities in decision making.

5. **Students** are part of the decision making at various levels through an **elected body and also through volunteering and nomination.**

6. The policy and decision making process at the institution is **participative** which involves various levels of stakeholders supported by the administrative set up.

II. Appointment and Service Rules

Recruitment is done by the college as per DU guidelines. The college follows the service rules passed by statutory bodies of DU and grants study leave, increments and other financial and welfare benefits.

III. Deployment of Institutional Strategic/ Perspective/ Development Plan

The Institution's strategic plan stresses **holistic development** by supporting academic achievement and investing in supporting infrastructure (such as the library and ICT) which creates an **inclusive environment.** This strategic plan is deployed in all areas. One example of deployment can be seen in **extension and outreach activities** where the students can volunteer to particpate.

Objectives:

Objective 1: To encourage civic responsibility in students, inclusiveness, and collective growth characterised by teacher-student synergy in social outreach programmes.

Objective 2: To share resources with other educational institutes in a spirit of equal partnership in order to maximise use of existing resources through academic cooperation.

Addressing the Objectives:

1. The college tries to work closely with the **community** by strengthening its ties with organisations that work at the grassroot level, including NGOs, government organisations, etc.

2. The college tries to increase **academic collaboration** with other institutions to maximise the use of existing resources.

Planning for meeting the objectives:

1. New committees are initiated while older committees are encouraged to expand their extension activities in the Staff Council. These committees include **Unnat Bharat ,SOCDC, NSS and Vidya Vistar**.

2. Students are encouraged at an individual level to participate in **collaborative endeavours** (such as internships with NGOs) to aid marginalised sections of the society.

3. **The Social Outreach and Community Development Committee** (SOCDC): **Project "HUM"** tries to reduce the gaps between the mainstream and the marginalised sections of our society.

4. **The Vidya Vistar Scheme**: Vidya Vistar Committee is based on cooperation between educational institutes, and in this spirit it has collaborated successfully with Government Model College, Assam to help the institution in **developing capacity** of the institution. Various activities including two national seminars

have been organised in collaboration till date.

5. **NSS:** Throughout the year, NSS has carried of several activities including a virtual pledge to protect oneself from Covid-19, vaccination drive campaigns, **Vaccine ??(Utsav)** from 11th-14th April 2021.

6. The **COVID -19 Task Force**: The task force facilitated on-campus RTPCR Covid 19 testing facility and vaccination drives.

Thus, activities such as the above as well as engagement in other socio-cultural and sports activities provide a support base for the holistic development of students.

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

6.2.2 Implementation of e-governance in areas of operation

    1. **Administration**
    2. **Finance and Accounts**
    3. **Student Admission and Support**
    4. **Examination**

Response: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

1. Welfare Measures for Staff

A. Leave Benefits (As per University rules). Teaching staff and non-Teaching staff can avail leave as per DU guidelines.

B. Medical Benefits. Teaching staff and non-teaching staff can avail medical reimbursement under CGHS facilities. In addition, Teaching and Non-Teaching staff can access medical room and nurse on campus. Moreover, staff members can avail the benefit of a counsellor on campus.

C. Ward Benefits. Children Education Allowance is provided for the children of Teaching and Non-Teaching staff. As per DU guidelines, Ward quota for admission is also provided.

D. Loan and other benefits. Both the teaching and non-teaching staff can avail Loan Facilities, Group Insurance of staff members, LTC facility and other facilities as per Government rules.

E. ICT Facilities. The College is fully wifi enabled. Well-equipped Computer Labs for research work for both students and faculty are provided. Laptop/ Desktop facilities are provided to the teaching staff.

F. Skill Enhancement Programmes. Faculty Development Programmes (FDPs) are organised by the college for the teaching staff. Webinars and other training programmes both for the Teaching and Non-Teaching staff are conducted. The administrative staff is encouraged to take up regular training and ICT skill development. Financial support and academic leave are provided to the teachers for attending FDPs/ workshops/ conferences/ seminars.

G. Felicitation of Staff. Felicitation of Teaching and Non-Teaching staff on reaching milestones in their career is a practice followed by the college.

H. Support Facilities. Non-Teaching staff can access support facilities such as gym facilities, canteen, counsellor on campus, and Staff quarters on campus. In addition, there is a staff lounge/ room for teaching staff. Facilities such as lifts, ramps, etc. for differently-abled are also installed.

I. Welfare measures during the pandemic. During pandemic times, COVID -19 Task Force facilitated on-campus RTPCR Covid 19 testing facility. In addition, vaccination was also facilitated in the campus. Sanitisers and other precautions were installed to follow covid protocols.

2. Performance Appraisal System for Teaching and Non-Teaching staff

A. Teaching Staff:

- The process of promotion is completed in a systematic manner following the guidelines underlined by the UGC and the University of Delhi.
- The academic year 2020-21 marked the processing of promotions as per the guidelines for first and second level for teaching staff. The procedure started in a systematic manner by issuing notifications and making announcements in the month of November. Forms, duly filled, were submitted and screened by the screening committee constituted for the purpose. After seeking the panels from the University of Delhi, the interviews were conducted under the aegis of Dr. Hina Nandrajog (Officiating Principal) as per the guidelines of Career Advancement Scheme (CAS-2018) notified by the UGC.

B. Non-Teaching Staff: The institution follows the guidelines issued by the UGC and the University of Delhi for regular appraisal of non-teaching staff. The non-teaching staff is required to maintain a regular annual APAR (Annual Performance Assessment Report).

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

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

Response: 3.53

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**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	04	07	06

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Response: 15.27

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	53	05	15	03

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
25	20	20	18	18

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

A. Mobilisation of Funds:

1. The major funding comes from **UGC (95%) while 5% is received from Government of NCT of Delhi**. UGC grant provides for salaries and other expenses.
2. The College is required to **apply for funds** under various schemes with detailed **proposals**. For example, UGC and University of Delhi provide funds for construction of buildings after detailed plans are submitted and approved.
3. Funds are mobilised through **self-financing courses like German language** which are utilised for the payment of salary of teachers as well as for other expenses to run the course.
4. Funds are also generated by **renting the college auditorium** and sports grounds and these funds are utilised for student welfare activities.
5. For convenience of staff and students, the college has a **canteen and photocopying shop** and gets rental income from it. This income is managed under the category of "maintenance costs", and is used for infrastructural repair and development.
6. College receives funds from **government and non-governmental bodies, alumni and individuals** and utilises it for distributing **scholarships** among deserving students.
7. Government/ non-government agencies **sponsor events including conferences/ webinars/ research projects**. Sponsorships are sought from individuals/ organisations for events and conferences; sometimes the sponsors provide funds while at other times they may provide awards/ prizes/ gifts.
8. College also shares its resources with the following study centres: **(a) Non-Collegiate Women's Education Board (NCWEB) University of Delhi, (b) School of Open Learning (SOL) University of Delhi and (c) IGNOU.**

B. Mechanism to utilise funds: College follows the following mechanism for efficient utilisation of funds:

1. The **GB, Principal, Central Purchase and Stock Verification Committee as well as the Administrative and Accounts Department ensure optimum utilisation of funds**. As a result of regular meetings, inputs for the college budget are provided and expenses are ensured as per budgetary provisions. The institutional budget includes both **recurring as well as non-recurring expenses** which are scrutinised and approved by the Governing Body.

2. Administration department maintains a **stock register of consumable and non-consumable items.**

3. Purchases of items for the college are made through **GeM** following GFR-2017 and its amendments as per availability. If items/ services are not available on GeM, then applicable rules of GFR-2017 are followed.

C. Internal and External Audit

1. College conducts **internal and external audits** on a regular basis as per the requirements of UGC, University of Delhi and the guidelines issued by Govt. of India for conducting the audit.
2. **External audit is done by Delhi Government** every two years.
3. Governing body appoints the auditor for internal audit which is carried out on a yearly basis.
4. External audit report is sent to the UGC, University of Delhi and Delhi government.
5. College maintains proper account and records of internal and external audit.

S.No	Year	Internal Auditor	External Auditor
1	2017-18	Sanjay Ramesh Jain & Co.	Delhi Govt.
2	2018-19	Sanjay Ramesh Jain & Co.	Delhi Govt.
3	2019-20	Sanjay Ramesh Jain & Co.	Delhi Govt.
4	2020-21	Badal Gupta & Co.	___
5	2021-22	Under progress	___

File Description	Document
Upload 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

1. IQAC has promoted a culture for **systematic record keeping** targeted at improving the quality of the teaching-learning process.

2. **Systematic Feedback** from different stakeholders is taken at regular intervals. **Parent Teachers**

Meetings are also organised in the college premises where parents, alumni, students and faculty share their concerns.

3.   IQAC has been actively involved in identifying **newer courses.** B.Sc. (Hons.), Home Science, and Self-financed courses in German have been introduced.

4.   IQAC has identified '**theme areas'** where critical initiatives were required and several webinars were conducted in these 'theme areas'. For e.g. two such theme areas included **Women Empowerment** (2020-2021) and **Skill Development (2021-2022)**. Webinars were conducted under these theme areas to discuss issues such as leadership attributes, vocational counselling, entrepreneurship skills, IT skills and research skills. Regular seminars were organised by IQAC, including a panel discussion on the perceptions in Indian philosophy and a webinar on financial literacy.

5.   IQAC has attempted to initiate widespread discussions on relevant issues by organising two **national seminars**: "Quality Management Systems for College Administration" and "The Saga of Food: Politics, Aesthetics, and Technology".

6.   IQAC has tried to facilitate a **multidisciplinary approach** and encourage **peer-learning** amongst faculty members. To this end, IQAC initiated a programme called "**For the Faculty-By the Faculty**" encompassing a series of lectures by the faculty for other faculty members to ensure a mutually beneficial exchange of ideas.

7.   IQAC has been in the forefront in trying to create an institution that is **environmentally conscious**. To this end, Internal **green audits** have been conducted and sensitivity towards environment has increased. An external green audit has also been carried out and suggestions received are being implemented.

8.   To **develop benchmarks** for quality indicators, the IQAC also conducted **Academic Audits.**

9.   IQAC has realised that **collaborations** with other institutions are very important for facilitating best practices and developing new perspectives. It has signed 6 MoUs, including those with Mahatma Hansraj Faculty Development Centre, Government Model College (Assam), Institute of Industrial Development, and University of Buraimi (Oman). It also initiated a collaboration with Delhi State Legal Services Authority for an Add-on Course.

10.   To spark **connections, connectivity and to motivate** our college community, a remarkable event, **TEDx Vivekananda College**, University of Delhi was organised.

11.   To facilitate upgradation of knowledge and skills amongst the teaching community, especially during **COVID times**, IQAC organized a 7-day online **FDP** on MS Tools that was attended by research scholars from different institutions across the country.

12.   IQAC works closely with the Website Committee to ensure that the college website is vibrant and is continuously updated.

13.   IQAC has been regularly involved in the promotion of the faculty members and several faculty members have been **promoted**. Eighteen faculty members have been promoted during the previous year.

14. IQAC efforts have led to the adoption of two best practices: a): Outreach programmes and b): Online

learning and COVID preparedness. (Refer to Criterion 7.2.1)

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Gender Equity

Vivekananda College being an **all-women** college is fully dedicated towards empowering young women:

1. College has instituted various **committee**s such as WDC, NSS, Internal Complaints Committee and Counselling Cell to deal specifically with gender issues.

2. Several activities focus on **women empowerment,** e.g. inspirational lecture on Gandhi's views on *Mahila Sashaktikaran*.

3. Activities that focus on **prevention of gender-based violence** include webinars on sexual harassment, violence, child sexual abuse and legal rights are conducted.

4. Various activities are organised on the theme of women empowerment, including themes such as **financial literacy** of women.

5. The college also ensures that students are engaged in **social outreach activities** that provide education to the **girl child** from the lower socio-economic strata.

6. **Self-Defense training** is imparted to hone life skills and empowers girls by building psychological and **physical strength** needed to defend themselves in difficult situations.

7. Two **pledge ceremonies** have also been organised for college students against **dowry**.

8. Several webinars on **mental and physical health** have been organised by the college.

9. College celebrates **International Women's Day and National Girl Child Day** to create a world that is more gender equal by turning the spotlight on the achievements of women.

10. To cater to issues of **menstrual hygiene,** the college has a Sanitary Pad Vending Machine (installed by Gautam Gambhir Foundation, 2019-20) and also Sanitary Napkin Incinerating Machine (installed by ONGC, 2017-18 and by NGO, Jain Swetamber Terapanthi, Mahila Mandil in 2019-20).

11. **Curricular aspects** enhance critical thinking regarding women's issues. The college follows DU syllabi which adopts an inclusive approach wherein concerns related to gender are addressed.

Celebration of National/ International commemorative days, events and festivals

1. College celebrates **International Mother Language day** on 21st February to promote linguistic and cultural diversity and multilinguilism.

2. To commemorate **International Mental Health day** on October 8, mental health events are organised in the college.

3. College celebrated **Azadi ka Amrut Mahotsav** to commemorate 75th year of India's independence.

4. **International Women's Day** on 8th March is celebrated in the college every year.

5.   Teachings of **Swami Vivekananda** are remembered on the occasion of his birth anniversary,12th January every year and through year-long activities.

6. Every year on the occasion of **Independence day and Republic day,** various cultural programmes are organised in the college.

7. **World Environment Day** on 5th June is celebrated every year in the college to raise awareness about environmental issues among young women students.

8.   In order to encourage young voters to participate in the political process, College observes **National Voters' Day** every year on 25th January.

9. **Menstrual Hygiene Day**, 28th May is celebrated in the college every year to highlight the importance of menstrual care among students.

10. **World Ozone Day, World Rivers Day, National Unity Day, Vigilance Week, World AIDS Day, National Youth Day, Birth anniversary of Subhash Chandra Bose, Road Safety Month, International Day Against Drug Abuse and Illicit Trafficking, Shaheedi Diwas, World No Tobacco Day, Yoga Mahotsav** are celebrated.

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

7.1.2 The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	[View Document](#)

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

1. The college contributes to these ideals through **specific committees**:

- The Social Outreach and Community Development Committee (**SOCDC**) works for the upliftment of under-privileged students and has partnered with an NGO, Slum Swaraj to conduct regular educational camps for slum children.
- SOCDC has also partnered with Delhi Legal State Authority (DLSA) that focusses on creating legal, health and environmental awareness for slum-dwellers. An Add-on course on Constitutional Obligations – Values, Rights, Duties, and Responsibilities of Citizens was also conducted along with the DLSA.
- Various committees like Vivekananda Committee, Gandhi Study Circle, and Ambedkar and Social Justice Committee specifically promote tolerance and harmony and regularly organise lectures, music and theatre performances, debates and other competitions related to social justice, democracy, and address issues of social discrimination.
- Fee Concession Committee provides full or partial financial support for needy students through the Student Aid Fund and Faculty Sponsored Scholarships.

2. An elevator, ramps, pathways designed for visually impaired, PwBD-friendly washrooms, Braille Library of DULS and wheelchairs create an inclusive environment for **PwBD students.**

3. **National Service Scheme** (NSS) team, sponsored by the Ministry of Sports and Youth Affairs, has over 200 registered students to carry out community activities throughout the year.

4. Students enthusiastically participate in and conduct **workshops/ rallies/ activities/ camps** – such as for Blood Donation, Anti-Drug Abuse, Road Safety, Health Check-up, Personality Development, Cloth and Stationery Donation, Swachh Bharat Abhiyan, Reduce Pollution, Crime Against Women and Girls, etc.

5. Students celebrate **National/ International memorial events** like Azadi ka Amrut Mahotsav. International Women's Day, World Rivers Day, National Unity Day, Vigilance Week, World AIDS Day, National Youth Day, Road Safety Month, Shaheedi Diwas, World No Tobacco Day, Yoga Mahotsav, and International Day Against Drug Abuse and Illicit Trafficking, World Environment Day, National Voters' Day, World Mental Health Day, Menstrual Hygiene Day, Word Ozone Day, etc.

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

7.2 Best Practices

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

Response:

Practice 1

Title

Outreach Programmes

Objectives

1. Inculcate values of **civic responsibilities** in students
2. Provide s**ervices to the underprivileged**
3. Create **awareness about relevant issues** in the community
4. **Enhance skills i**n the community
5. Develop **beneficial networks** to reduce disparities

Context

The college is located in East Delhi with students from diverse socio-economic backgrounds. A need was felt for creating **responsible citizens** by engaging students in **community outreach projects** and thereby **reducing the gap** between the mainstream and the marginalised. 'Social Outreach Committee and Community Development' (**SOCDC**) was one such committee formed in **2018**. **Project 'HUM'** focussed on education but later issues of environment, women empowerment, etc. were also addressed. **NSS, COVID-19 Task Force and Vidya Vistar Committee** also carried out extension and outreach programmes. Activities were conducted online during the pandemic.

Practice

Important to develop a system in which **community work becomes a part of student life**:

1. Area identified for community service:

- JJ Cluster in **Jhilmil Colony identified** as area for community service, an **NGO contacted** for educating underprivileged children, students trained, linkages with RWA of the colony established, and daily classes held. During the pandemic, classes held online.

2. Empowering students for community service:

- **Skill-enhancement training** programmes conducted for college students to work with community
- **Extra-Curricular Activity slots** in college timetable used for field-work and extension activities
- Students, teachers and non teaching staff engaged in walks, door-to-door programmes, street plays, donation drives, Health Mela for **familiarisation**

3. Networks developed for community service:

- **Linkages/ collaboration** developed with Slum Swaraj Foundation (NGO) for education
- Networking with Delhi State Legal Services Authority (DLSA) for free legal services
- **Close relationships developed with RWA** and local leaders of the community

4. Activities of college students in the community

- Self-sustaining system prepared for **educational camp** in Rajiv Camp of Jhilmil Colony. Tutoring and activities by student/ teacher volunteers during weekdays for slum children. Online mentoring, teaching, moral support, educational guidance, etc. provided via cellphones during pandemic.
- Outreach initiatives expanded through collaboration with **DLSA.** Data collected and Aadhar cards facilitated.
- DLSA **Add-on course** conducted for college students to improve legal literacy.
- **Advisories** developed, on-campus RTPCR Covid-19 testing facility provided, vaccination camps and webinars held by COVID-19 Task Force.

Evidence of Success

1. **Feedback from slum children** and PTMs very positive about education, environment, health, legal awareness.
2. Some slum children showed **exceptional exam results**.
3. Jhilmil Colony residents now more **welcoming** to students.
4. Initiatives have also been covered by **newspapers.**
5. Academic and personal development of college students, which in turn encouraged **increased students participation.**

Problems Encountered and Resources Required

1. Need to go online during the **pandemic**. Lack of **mobiles/ computers/ wifi** among slum children so **teaching was done in smaller groups** depending when they could borrow mobiles from other

family members.

2. NSS and Covid-19 Task Force engaged in carrying out several **awareness programmes**. **Women** from the slums were **shy and reluctant to speak up**.

3. **More students** are now **engaged** in these activities and **donation drives** are organised in the college to generate additional funds and/ or distribute used mobiles/ computers amongst the slum children.

Practice 2

Title

Online learning and COVID Preparedness

Objectives

1. To quickly and appropriately ensure **effective online teaching-learning** during the **pandemic**
2. To **gradually reopen institutio**n as per GoI and DU guidelines once pandemic was under control
3. To ensure **COVID appropriate behaviour** and encourage prosocial behaviour at all times

Context

1. **Disruption during pandemic** caused the regular teaching-learning process as well as administartion to become online. The college had to rethink pedagogies to accommodate online learning, including practicals, internships, seminars and field work. A strong need to **develop new skills** and **necessary infrastructure**.
2. **Mental health issues** due to struggle with personal loss of loved ones and the lack of personal interaction**.**

Practice

1. The entire college made **wifi enabled,** faculty provided institutional email ids, online platforms used to hold lectures, share resources and conduct internal exams and assignments.
2. Several **webinars** as well as FDP were organised to develop i**nnovative, participative ICT teaching pedagogies,** e.g. online lectures, PPTs, recordings, uploading on googledrive, and audio/ video aids.
3. **Google forms** used for feedback, research-based activities, attendance, etc. Webinars, FDPs, workshops, DU exams, outreach programmes, heritage walk, pledge sessions conducted virtually.
4. **Flexibility in assignments** schedules to help students struggling with internet connections.
5. **Research** by teachers on understanding the social context of pandemic.
6. **Enhancing communication** during lockdown with each other through whatsapp and email groups. College website regularly updated. At times an online support group created for helping a critical member.
7. Several **webinars/ activities** conducted to **augment learning.**
8. Tools developed for assessment of originality of content of online assignments; plagiarism software, **Urkund** made available in the college library.
9. Availability of **Online library Resources**: E-library resources made available through library IP access and e-resources of DULS.
10. The **Covid-19 Task Force** developed advisories, facilitated on-campus RTPCR Covid 19 testing

facility, organised webinars and conducted vaccination camps.

11. **Outreach activities** carried out by Anti-Covid Task Force, created by 7 NSS units of different colleges of DU (including ours), to help people for plasma/ oxygen, hospital beds/ ventilators, food, etc. SOCDC launched **"Saarthi"** for educational support to slum children, and distributed free rations to the needy.

12. **Planning COVID-19 advisorie**s, awareness activities, arrangements for sanitisation, staggered timings, following COVID appropriate behaviour and following all safety mandates for re-opening.

13. A **fee reduction of Rs. 4000/-** given to **each student** for one year.

Evidence of Success

1. **Interactions** with students was positive during pandemic.
2. **Feedback survey and satisfaction survey** indicated student satisfaction.
3. **Examination** results of the students indicate good performance.

Problems Encountered and Resources Required

1. While some gained from new pedagogies, several, especially from **weaker backgrounds,** forced to take up additional household responsibilities and even jobs for financial support to their family.
2. **Counselling services** required on a regular basis due to heightened stress and anxiety during and post COVID-19. These services were made available at college and University level.
3. Some students did **not have laptops/ internet** for which provision were made. College infrasrtucture was made available to the students while keeping in mind COVID appropriate protocols.

File Description	Document
Any other relevant information	[View Document](#)
Best practices as hosted on the Institutional website	[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:

Vivekananda College is an **all-women's college** that prioritises **women's empowerment** and a **gender-sensitive pedagogy**.

Women's Empowerment

1. The **sprawling campus** spread over ten acres provides spaces for our women students where education is provided in an environment that caters to their varied needs.

2. The college offers **distinctive courses** not offered by many colleges in DU including courses such as Food Technology, B.Sc. Home Science, Music and Applied Psychology together with other traditional courses.

3. **Financial assistance** is provided to students who come from economically weaker sections of the society. Such students are the first to stop their education when faced with financial difficulties. The college realises these vulnerabilities and has always endeavoured to ensure that no student has to quit education because of financial difficulties.

4. The presence of a **Book Bank** and a **photocopying machine** (inside the campus) has also helped the students in their academic pursuits.

5. The presence of a **counselling cell has ensured that our students' mental health needs remain a priority.**

6. To develop **gender sensitivity, develop civic responsibility and develop leadership abilities,** the college has an expansive **community outreach programme** that includes committees such as Social Outreach and Community Development Committee (SOCDC), NSS, and Vidya Vistar that encourage women students to spearhead initiatives that focus on diverse issues ranging from legal rights, education, to health. For example, students of SOCDC under the Delhi State Legal Services organised a walk around the slum at Jhilmil Colony to survey the people about their prevalent legal issues. Talking to people from different spheres of life not only raised awareness but also built confidence in these students.

7. Several **webinars and conferences** specifically related to **women's issues** are organised from time-to-time.

Gender sensitive pedagogy

1. Gender sensitive **pedagogy** encourages students to question gender-biased attitudes, change behaviours impeding academic performance (e.g. lack of confidence and fear of speaking in class). They are even given training in self-defence (NSS). These pedagogies are **participative and interactive** (used along with traditional pedagogies) so that there is construction of knowledge rather than just rote learning. For e.g. volunteer students of SOCDC gave presentation on governmental schemes to the people in Jhilmil colony. For this, volunteers were divided into three groups named NYAYA, SAMTA and BANDHUTA. Bandhuta group gave presentation on "child related schemes," "Samta" group on "women related schemes" and "Nyaya" group on senior-citizens related programs and schemes. Such pedagogies include group presentations, debates, group discussions, field trips, practicals, projects etc. and have led to improved performance of our students in various spheres of life.

2. As a result of discussion with our students, many gender related 'hidden' issues are discussed and awareness raised. One such issue was menstruation which is not openly talked about in society. As a result of the discussions and to cater to issues of **menstrual hygiene,** the college has a Sanitary Pad Vending Machine and also Sanitary Napkin Incinerating Machine. Similarly, interactions with students led to the discussion centred around sexual abuse and dowry menace. Consequently, several webinars/ seminars based on such issues and two **pledge ceremonies** have also been organised for college students against **dowry.**

3. These pedagogies have kept the **varied needs** of students at the centre especially those women students who are more likely to be left behind. These may be students who suffer from some **disability, are from economically weaker sections, or are more interested in sports**. For these students' special policies and incentives have been devised. The college administration has made the campus disabled friendly through the presence of elevator, ramps, pathways designed for visually impaired, PwBD-friendly washrooms, Braille Library of DULS and wheelchairs**.**

Scholarships and freeships are provided to students coming from economically weaker sections, and a special diet, free of cost is provided to sports students.

4. Teachers are continuously **identifying barriers** to learning amongst the women students especially the marginalised sections. Wherever possible they provide **additional support of peers, parents and the teaching community**. For e.g. Parent Teachers Meetings (PTMs) have been organised, and in these PTMs collaborative methods of improving teaching learning are discussed. Similarly, tutorial classes are assigned in the Time Tables to ensure that students can discuss their difficulties. A majority of the teachers are also available after classes to discuss these difficulties.

5. **Questioning of stereotypes** is very important for a gender sensitive pedagogy and some progress has been made in this direction. Classroom discussions are focussed on raising awareness about gender stereotypes portrayed in media and society. Courses such as Applied Psychology for example, encourage students to have a critical look at these stereotypes through personal experiences.

6. As part of our gender based pedagogy, a focus has also been on developing skills that are important for women to adapt to a changing world not only within the college but also outside it. Students are regularly given training on developing specific skills include **financial skills, communication skills, coping skills, yoga, mathematical skills, computer skills, etc.**

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Not Applicable

Concluding Remarks :

Vivekananda College provides higher education to women in the trans-Yamuna area. The college has witnessed a meteoric rise in the number of students seeking admission in the different courses offered by it. The dedication, commitment and loyalty of the staff, along with the enthusiasm and achievements of the students over the years have contributed largely to bring our college to its present position. The main focus of our college activities remains the empowerment of women and inculcation of self-worth and responsibility.

The institution ensures effective curriculum planning and delivery. Curriculum is diverse and inclusive wherein concerns related to professional ethics, gender, human values, environment and sustainability are addressed. Students from different departments undertake project work/ field work/ internship. Student representatives are there in almost all committees so that they actively participate in decision-making, develop leadership qualities and learn from doing. The college has signed 6 MoUs for various research collaborations. SOCDC was constituted to promote education and awareness among the underprivileged by the students in collaboration with NGOs and governmental organisations. The student volunteers of NSS take the initiative to regularly organise extension activities.

Over the years the college has built up an impressive and state-of-the-art infrastructure, library, and IT facilities. There is a constant, ongoing attempt to improve and develop further.

The students of the college have represented the institution in various sports and cultural activities held at university/ state/ national/ international level and have won laurels. In the last five years, many students have been selected for higher studies in India and abroad.

The college management is committed to fulfil the requirements of higher education with the vision and mission of the institution. IQAC contributes actively and significantly in institutionalising the quality assurance strategies and processes.

In the end, two best practices of our college need to be highlighted, viz, outreach programmes to promote inclusiveness; and online learning and COVID preparedness. The institution is distinctive in its thrust toward capacity building which conforms to NEP 2020 recommendations.

This is a brief overview of the outlook and personality of our institution of which we all are proud.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.1	**Enrolment percentage**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
855	976	706	661	610

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
855	976	706	671	610

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
923	923	781	776	712

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
923	923	789	712	662

Remark : DVV has made the changes as per clarification.

2.1.2	**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)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
333	323	288	296	277

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
312	305	273	259	247

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
595	595	454	369	369

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
595	595	454	369	369

Remark : DVV has made the changes as per clarification.

| 2.4.2 | **Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** |

2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
90	90	100	99	110

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
84	84	93	93	102

Remark : DVV has excluded M.Phil teachers but DVV has considered those M.Phil + NET.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.43	4.01	2.00	0.50	41.51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	41.71

Remark : DVV has made the changes as per clarification.

5.1.4	**The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**
	1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared clarification.
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** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	03	17	01	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	03	11	01	21

Remark : DVV has excluded those certificate of HEI has provided e-copies at college level and not at University /State / National/International leve, as per SOP.

5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
62	55	79	45	86

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
51	16	64	39	74

	Remark : DVV has made the changes as per shared clarification.
6.3.3	**Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years** 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years** Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}} 6.3.3.2. **Number of non-teaching staff year wise during the last five years** Answer before DVV Verification: {{TABLE3}} Answer After DVV Verification : {{TABLE4}} Remark : DVV has made the changes as per shared report by HEI.
6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements** 2. **Collaborative quality initiatives with other institution(s)/ membership of international networks** 3. **Participation in NIRF** 4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared clarification.

Table 1:

2021-22	2020-21	2019-20	2018-19	2017-18
08	53	02	14	03

Table 2:

2021-22	2020-21	2019-20	2018-19	2017-18
13	53	05	15	03

Table 3:

2021-22	2020-21	2019-20	2018-19	2017-18
05	00	03	01	00

Table 4:

2021-22	2020-21	2019-20	2018-19	2017-18
25	20	20	18	18

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 125 Answer after DVV Verification : 130
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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91	91	103	102	113 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
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90	91	103	102	96	