# YEARLY STATUS REPORT - 2020-2021

| Part A |
|---|
| **Data of the Institution** |

| 1.Name of the Institution | GOVT. HOME SCIENCE COLLEGE |
|---|---|
| • Name of the Head of the institution | Prof. Sudha Katyal |
| • Designation | Principal (In-charge) |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 01722740387 |
| • Mobile no | 7837729090 |
| • Registered e-mail | homescience-chd@nic.in |
| • Alternate e-mail | ghsciqac2019@gmail.com |
| • Address | Sector-10 D |
| • City/Town | Chandigarh |
| • State/UT | Chandigarh |
| • Pin Code | 160010 |
| **2.Institutional status** | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Women |
| • Location | Urban |
| • Financial Status | UGC 2f and 12(B) |

| | |
|---|---|
| • Name of the Affiliating University | **Panjab University** |
| • Name of the IQAC Coordinator | **Prof. Rupinder Kaur Ghumman** |
| • Phone No. | **01722740387** |
| • Alternate phone No. | **9876641124** |
| • Mobile | **9876641124** |
| • IQAC e-mail address | **homescience-chd@nic.in** |
| • Alternate Email address | **ghsciqac2019@gmail.com** |
| **3.Website address (Web link of the AQAR (Previous Academic Year)** | https://homescience10.ac.in/iqac-aqar |
| **4.Whether Academic Calendar prepared during the year?** | **Yes** |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://homescience10.ac.in/storage/pages/academic%20calendar/Academic%20Calender%202020-2021.pdf |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 1** | **B++** | **83.30** | **2005** | **28/02/2005** | **28/02/2010** |
| **Cycle 2** | **A** | **3.02** | **2016** | **16/09/2016** | **16/08/2021** |

| **6.Date of Establishment of IQAC** | **27/10/2014** |
|---|---|

**7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| Govt. Home Science College | To study the relationship between WASH (Water , Sanitation and Hygiene) Practices and Micronutrient Deficiencies in Adolescents | Department of Science and Technology and Renewable Energy, Chandigarh Administration | 2020 | 90000 |
| Govt. Home Science College | Infrastructure Grant | Rshtriya Uchchatar Shiksha Abhiyan | 2020 | 5000000 |
| Govt. Home Science College | Food preferences amongst Govt. school children regarding mid day meal cooked in different centralized kitchens in Chandigarh | District Education Officer, Education Department | 2020 | 16000 |
| Govt. Home Science College | Deen Dayal Antyodaya Yojana National Urban Livelihoods Mission (DAY NULM) | Municipal Corporation, Chandigarh | 2020 | 517500 |
| Govt. Home Science College | Development Organoleptic Evaluation, | Panjab University, Alumni | 2021 | 40000 |

| | Nutritional Contribution, Biochemical Estimation and Promotion of Recipes using Sorgham for Celiac Disease Patients and Normal Healthy Individual | relation, Panjab University | | | |
|---|---|---|---|---|---|
| Govt. Home Science College | National Science Day | Chandigarh Renewable Energy and Science & Technology Promotion society. (CREST) Chandigarh Administration | 2021 | | 35000 |
| Govt. Home Science College | AkshayUrja | Chandigarh Renewable Energy and Science &Technology Promotion society. (CREST) Chandigarh Administration | 2021 | | 27500 |
| Govt. Home Science College | Swavalamban Window (Display cum sale point) | Small Industries Development Bank of India (SIDBI) | 2021 | | 150000 |

| Govt. Home Science College | Training of Aganwadi worker | SamagraShiksha Chandigarh MHRD | 2021 | 124500 |
| --- | --- | --- | --- | --- |
| Govt. Home Science College | Implementation of National Service Scheme (NSS) (for regular activities and special camping programme) | Directorate Chandigarh Administration | 2021 | 36,363 |

| **8.Whether composition of IQAC as per latest NAAC guidelines** | Yes | |
| --- | --- | --- |
| • Upload latest notification of formation of IQAC | [View File](#) | |
| **9.No. of IQAC meetings held during the year** | 4 | |
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| • If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| **10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** | Yes | |
| • If yes, mention the amount | 6036863 | |

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

Creating and boosting start-up culture amongst students to make them self-reliant women and launch of Swawlambi window for showcasing and selling of their products Focus on smooth conduct of online classes Online skill building workshops for students and faculty for

professional skill development Strengthening Industrial linkages Activities conducted in sync with key government initiatives – Atmanirbhar and Self reliant India and Poshan Maah Ensuring Covid protocols on the campus

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

| Plan of Action | Achievements/Outcomes |
|---|---|
| **Focus on smooth conduct of Online classes and development of e content** | **? To ensure timely completion of syllabus and conduct of smooth classes, a time table was developed which was shared amongst the faculty and students where full credit hours were taught for both theory and practical subjects. A google form was also developed wherein weekly information was provided by the faculty with links to keep a record of number of classes being taken and attendance of students to ensure timely completion of syllabus. With the adoption of various pedagogical tools as well as teaching-learning methodologies, college was able to create vibrant and dynamic learning environment for the students. Various links and sources of e-content were uploaded on the website to facilitate the academic requirement of the students. Various online teaching-learning methodologies used are mentioned below ? PPTs, e-books for reference as notes ? Online assignments and online surveys ? Zoom meetings &WhatsApp video calls for online classes ? Google meet and classroom were identified as preferred platforms for conduct of both theory and practical classes. ? WhatsApp interaction with individual students for doubt clearing and revision sessions were undertaken ? Information sharing with students through telephone calls and exchange of assignments ? E-curriculum content with PPTs,** |

| | |
|---|---|
| | videos and recorded lectures were provided on the college web site |
| Conducting online workshops/activities/webinars/seminars and Swaavlamban Window installed in the college | ? Online workshops were organized on multifarious topics related to the field of home science. The workshops encouraged the students to boost their capacity, skills and entrepreneurial abilities. This platform significantly contributed in honing the skills of our students to "Earn while they Learn.' ? Online Peer Learning and Skill Building Workshop was organized on July 21, 2020 on 'Art of making Home-made chocolates and Donuts'. The workshop was successfully conducted and sponsored by Anupreet Kaur Sobti, a student of B.Sc. Dietetics final year. She also shared her experience in setting up her own startups 'Fantasia de chocolates' and 'Dietaura™'. ? College in collaboration with Mommy Baby Kitchen organized a 2-days live Skill building and entrepreneurial workshop on 'Art of making Waffle and Ice cream'.on July 24,2020. The workshop was sponsored and conducted by Muskan Agarwal, Founder of Mommy Baby Kitchen. ? Live Session On Grow Through What You Go Through: mental wellbeing session during Covid-19was organised on July 25,2020. The workshop was successfully conducted and sponsored by Ms. Bhavna Garg, who is an alumna of our college, Motivational Speaker, Life Coach and Human Development Expert. |

The session was live on facebook and many viewers participated in the session actively. ? Four-day Online Entrepreneurial Skill Development Workshop (July 29-August 01, 2020) was organized in collaboration with the various successful entrepreneurs who have achieved glorious heights in their respective fields. The rationale behind the workshop was to instil the spirit of learning, creativity and innovation among the various stakeholders. ? The first day of the workshop was sponsored by Ms. Monica Saini on July 29, 2020. She demonstrated making of beautiful resin coasters with alcohol ink, pearl pigments, glitter and color powders along with the safety precautions to be used while using the resin and the heat gun. ? The second and third day of the live entrepreneurial workshop had interesting sessions on "Professional Baking" by Baker Brothers i.e. Chefs Amit and Sumit Jhangra sponsored by Academy of Pastry & Culinary Arts (APCA) . Bringing the exquisite French, Indian and Japanese delicacies to the platter, the chefs artistically presented the ways and means to make exclusive culinary delicacies within the limited available resources. ? The last session on "Vibrant Fashion Boutique" was organized in collaboration with Vandana and Seema, and sponsored by Aakarshan Boutique. Right from conceiving the idea of establishing a boutique to its

| | |
|---|---|
| | actual realization, the entire journey has been a learning experience for them. Sharing their experiences as entrepreneurs, they extensively talked about innovative and useful strategies that can be used to overcome the initial hiccups faced by budding entrepreneurs. ? In collaboration with Fortis hospital, Mohali the college observed National Breastfeeding Week from August 1 – August 8, 2020 as part of their extension and outreach activities on the Theme: "Support breastfeeding for a healthier planet. |
| Strengthening Industrial linkages | ? The college signed a M.O.U. with Chandigarh Institute of Hotel Management, Sector- 42, Chandigarh. The M.O.U. will promote more effective use of each of their resources and provide each of them with enhanced opportunities. ? The college signed a Memorandum of Understanding with Government College of Yoga Education and Health, Sector 23, Chandigarh.The M.O.U. will facilitate the students & staff in terms of health and fitness, yoga and meditation, physiological, psychological, behavioral and spiritual aspect of their health. ? The college signed a Memorandum of Understanding with Open Eyes Foundation (A Non-Government Organisation). It will also provide grass root level exposure by inviting eminent social workers and technical experts from time to time to |

| | promote capacity building and skill development of students. |
|---|---|
| Activities conducted in sync with key government initiatives | ? In collaboration with Fortis hospital, Mohali the college observed National Breastfeeding Week from August 1 – August 8, 2020 as part of their extension and outreach activities on the Theme: "Support breastfeeding for a healthier planet. |
| Ensuring Covid protocols on the campus | ? The Government Hospital, Sector -16 held COVID testing camp on April %, 2021 on the college premises. The college teaching, non-teaching staff and members of the community were satisfactorily tested and the positive members were given COVID kit and advice by the doctors. ? During the ongoing pandemic, some members of the teaching and non- teaching staff have been assigned COVID duties to serve the community and Health Department by Chandigarh Administration. This was an enriching experience for the staff. ? Sanitizers were placed at all entry points of the college ? Temperature is checked regularly at the entry gate for all commuters as a precautionary measure ? Proper protocols have been followed by the staff members, ensuring wearing of masks, regular washing of hands, social distancing ? Nodal officers have been deployed to ensure various modalities related to the implementation of the precautionary guidelines issued by MHRD. |
| **13.Whether the AQAR was placed before statutory body?** | Yes |

- Name of the statutory body

| Name | Date of meeting(s) |
| --- | --- |
| **IQAC** | **20/01/2022** |

**14.Whether institutional data submitted to AISHE**

| Year | Date of Submission |
| --- | --- |
| **2020-2021** | **12/03/2020** |

**15.Multidisciplinary / interdisciplinary**

**16.Academic bank of credits (ABC):**

**17.Skill development:**

**18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

**20.Distance education/online education:**

# Extended Profile

**1.Programme**

1.1                                                                                     **9**

Number of courses offered by the institution across all programs
during the year

| File Description | Documents |
| --- | --- |
| Data Template | [View File](#) |

## 2.Student

2.1                                                                   **553**

Number of students during the year

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | View File |

2.2                                                                   **245**

Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

| File Description | Documents |
|---|---|
| Data Template | View File |

2.3                                                                   **109**

Number of outgoing/ final year students during the year

| File Description | Documents |
|---|---|
| Data Template | View File |

## 3.Academic

3.1                                                                   **36**

Number of full time teachers during the year

| File Description | Documents |
|---|---|
| Data Template | No File Uploaded |

3.2                                                                   **37**

Number of sanctioned posts during the year

## Extended Profile

### 1.Programme

| 1.1 | **9** |
|---|---|
| Number of courses offered by the institution across all programs during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

### 2.Student

| 2.1 | **553** |
|---|---|
| Number of students during the year | |

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | View File |

| 2.2 | **245** |
|---|---|
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 | **109** |
|---|---|
| Number of outgoing/ final year students during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

### 3.Academic

| 3.1 | **36** |
|---|---|
| Number of full time teachers during the year | |

| File Description | Documents |
|---|---|
| Data Template | No File Uploaded |

| 3.2<br><br>Number of sanctioned posts during the year | 37 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| **4.Institution** | |
|---|---|
| 4.1<br><br>Total number of Classrooms and Seminar halls | 44 |
| 4.2<br><br>Total expenditure excluding salary during the year (INR in lakhs) | 13340931 |
| 4.3<br><br>Total number of computers on campus for academic purposes | 121 |

# Part B

**CURRICULAR ASPECTS**

**1.1 - Curricular Planning and Implementation**

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

Govt. Home Science College is a pioneer college of Panjab University, in the field of Home Science, and follows a predetermined syllabus set by the parent University. The college innovates within these established academic structures for the holistic development of the students. Academic processes are streamlined, with timetables, workloads and other supporting administrative tasks prepped well in advance of the teaching sessions. Our teachers regularly update their knowledge through active involvement in Research and Faculty Development Programmes. The college employs a technologically enabled infrastructure for everyone to enrich the teaching-learning process. The teachers utilize the International and National journals, reports, books etc as well as e-resources in the library to strengthen the teaching-learning processes. The Time-Table Committee of the College prepares a master time-table that distributes subject classes, contact/tutorial classes and practical classes effectively. Class representatives are given the responsibility of

providing information about the problems faced by the students to the Teacher-In-Charge. Catering to the requirements of the slow learners, remedial are held regularly. To overcome the challenges posed by the COVID-19 pandemic, the faculty members used different digital modes like Google meet (meet.google.com), Google Hangouts to ensure the academic requirements of the students. PPT's, as well as E-Content, are uploaded on the college website to provide easy accessibility of resources to the students.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | Nil |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Govt. Home Science College follows the Academic Calendar issued by the Panjab University at the beginning of the academic year. It clearly delineates a schedule for teaching, examination, semester break and vacations to be followed strictly for teaching and administrative processes. The college also prepares its own calendar of events and activities before the commencement of the Academic Session and the same is communicated to all. For transparency of functioning, both the University and the college academic calendars are placed on the college website.

As part and parcel of the continuous internal assessment process, class tests, assignments and presentations are scheduled as per the given academic calendar. Students are also informed beforehand about the deadlines of their respective assignments of various courses. They are encouraged to seek guidance from teachers during the designated tutorial slots. The mentor-ward periods are created especially to supplement this kind of academic framework with the extra-academic support that the students might require. The institution's approach is oriented to suit the learner's pace, ensuring the mitigation of any pressure on the students. Mid-Semester Break, a week-long break offered by Panjab University, is utilized for fieldwork, project work, excursions, industrial visits, etc. which form an integral part of CIE. This allows for students to recuperate and yet enhance their worldviews through innovative learning methodologies.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | https://puchd.ac.in/includes/documents/2021/revised-academic-calendar-2021.pdf |

**1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University  Setting of question papers for UG/PG programs  Design and Development of Curriculum for Add on/ certificate/ Diploma Courses  Assessment /evaluation process of the affiliating University**    A. All of the above

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | [View File](#) |
| Any additional information | [View File](#) |

## 1.2 - Academic Flexibility

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

## 1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

0

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | No File Uploaded |
| Institutional data in prescribed format (Data Template) | No File Uploaded |

## 1.2.2 - Number of Add on /Certificate programs offered during the year

**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

**0**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Brochure or any other document relating to Add on /Certificate programs | **No File Uploaded** |
| List of Add on /Certificate programs (Data Template ) | **No File Uploaded** |

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

**0**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | **No File Uploaded** |

**1.3 - Curriculum Enrichment**

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

**The curriculum encapsulates as well as integrates the pressing issues such as gender, human values, environment and sustainability in the courses offered by the institute.These are prescribed by the University in different courses and for different semesters.**

**The following courses highlight Gender, Human Values and Professional Ethics, Environment and Sustainability**

- **Theoretical Perspective in Child Development1**
- **Theoretical Perspective in Child Development2**
- **Socialization in various Family Contexts across different Cultures**
- **Guidance and Counselling across the Life Span**
- **Theories of Development Psychology**
- **Women Empowerment**

- **Law, Policy and Program for Children& Women**
- **Development in Adolescent**
- **Children at Risk**
- **Interior Design and Resource Management-I**
- **Interior Design and Resource Management-II**
- **Sustainable Buildings**
- **Building Materials and Construction Techniques I and II**
- **Historic costumes**

**Theoretical perspective in Child development teaches principles of moral reasoning, social etiquettes and emotional development based on scientific theories in the syllabus. The subject of Women Empowerment instils qualities of responsibility and gender equality. The curriculum of Interior Design & Resource Management effectively integrates cross-cutting issues relevant to the environment and sustainability and also aim at creating awareness and increasing sensitization of the public at large towards maximum utilization/ management and conservation of renewable and non-renewable resources by oberving various national and international days related to environment and sustainability. On the similar line, course, Historic Costume touches the part of conservation and importance of clothing and textiles. The emphasis is given on the use of natural fibers, organic dyes and best out of waste practices to achieve five R's of sustainability. The paper entitled "Environment, Road Safety, Education, Violence against Women & Children and Drug Abuse", which is a compulsory subject for all Under Graduate students also imparts above said values.**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | [View File](#) |

**1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year**

10

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | **No File Uploaded** |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

### 1.3.3 - Number of students undertaking project work/field work/ internships

**123**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

## 1.4 - Feedback System

### 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

**B. Any 3 of the above**

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://homescience10.ac.in/stackholders-feedback |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | **No File Uploaded** |

**1.4.2 - Feedback process of the Institution may be classified as follows**

**B. Feedback collected, analyzed and action has been taken**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| URL for feedback report | https://homescience10.ac.in/stackholders-feedback |

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

### 2.1.1 - Enrolment Number Number of students admitted during the year

### 2.1.1.1 - Number of students admitted during the year

**553**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

### 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**524**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

### 2.2 - Catering to Student Diversity

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

**The learning abilities of students are assessed through class tests, assignments, projects, and power point presentations. Evaluation is also done on the basis of peer discussion, brain**

storming sessions, displays, exhibitions and survey. The college organize various activities like workshop, seminars, visit to industries to focused around value based learning, women empowerment, skill enhancement and entrepreneurial development. Students are motivated to participate in Inter and Intra college competitions, workshops, seminars and discussions for confidence building and their overall holistic development. The active support to the students goes a long way in their progression and learning productivity is ensured through various teaching pedagogies. The students feedback is conducted annually which brings about improvements in different aspects of teaching and student teacher relationship. Slow learners are helped through assistance by the teachers as and when required by the students. The College has a tutorial period specially assigned for all the students and teachers in order to provide a platform for the students to discuss and solve any queries, problems related to academic and non-academic issues. Extra efforts are made by teachers for slow learner so that they can do better in their field.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

| Number of Students | Number of Teachers |
|---|---|
| 553 | 36 |

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |

## 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

Institution follows a student-centric teaching methodology that focuses on imparting personalized, engaging, competency-based education that is not restricted to the classroom. Provisions such as Product Development, Market Survey and its Presentation, Display Boards, Laboratory work, Internship, Dissertation,

**Educational field trip, Industrial Visits are an integral part of the curriculum of all courses offered, to give students experiential and participative learning experience. Additionally tools and techniques like Workshops, Webinars, Demonstrations, Exhibitions, Inter-class Competitions, Public Awareness Campaigns, NCC and NSS Camps are adapted to encourage the students to 'learn by doing.' College organizes Home Science Fest annually to provide students with an opportunity to 'earn while they learn.' Students are guided to learn by reflecting on their experiences through activities like Annual Fashion Show, Diet Clinic, Cafeteria and Counseling Cell run by students with assistance from faculty. Students are made responsible for organizing various academic, cultural and co-curricular programs that inculcate in them problem solving skills; they receive practical and direct experience of negotiating difficult situations, and are trained as capable, competent and accomplished individuals. Thus, the students are actively engaged in the learning process to become an active and informed learner.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Link for additional information | **Nil** |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

**Number of Teachers on Roll**

**Number of teachers using ICT (LMS, e-resources)**

**ICT tools and resources available**

**Number of ICT enabled classroom**

**Number of Smart Classrooms**

**E-resources and techniques used**

**36**

**36**

**121**

43

43

07

Teachers are combining technology with traditional mode of instruction to engage students in long term learning. Faculty uses various ICT enabled tools to enhance the quality of teaching-learning and to optimize the delivery of education, such as:

Projectors- available in classrooms/labs, lecture theatres

Desktops and Laptops- available in Computer Lab, Staff room

Printers, Scanners, Photocopier machines- available at all prominent places over the campus

Seminar Room/ Lecture theatre/ Smart Classroom- equipped with all digital facilities

Auditorium- digitally equipped with mike, projector, computer system, screen, etc.

Online classes through Zoom, Google Meet, WebEx, etc.

Google classroom is used to manage and post course related information- learning material, quizzes, lab submissions and evaluations, assignments, etc.

Power point presentations enabled with animations and transitions prepared and used by faculty members for effective content delivery

Workshops, Webinars, Seminars, Demonstrations, Guest lectures are organized using online platforms

Online designing tools like Canva, InShot etc. are used to create video lectures and upload in appropriate platforms for students to use as extra learning resources.

Assessment through online quizzes and polls through Google Forms are regularly conducted to record the feedback of the students

Online competitions and presentations are regularly organized using ICT tools

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | **No File Uploaded** |

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

### 2.3.3.1 - Number of mentors

**36**

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll | [View File](#) |
| Circulars pertaining to assigning mentors to mentees | **No File Uploaded** |
| Mentor/mentee ratio | [View File](#) |

### 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of full time teachers against sanctioned posts during the year

**36**

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | [View File](#) |
| Any additional information | **No File Uploaded** |
| List of the faculty members authenticated by the Head of HEI | [View File](#) |

### 2.4.2 - Number  of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

### 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C  Superspeciality / D.Sc. / D.Litt. during the year

15

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

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

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

398

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

**2.5 - Evaluation Process and Reforms**

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Government Home Science College is bound by the Panjab University for rules and regulations regarding syllabi, examination and Internal Assessment. The breakup of Internal Assessment as prescribed by the University is mentioned in the scheme of studies. The criterion is objective and transparent devoid of any bias on the part of the teacher which follows comprehensive, and continuous internal assessment system. The college has a precise and clear internal evaluation process. 5% to 10% marks in each paper are awarded through internal assessment while the remaining 90% marks are awarded on the basis of performance of students in semester-end examinations. Orientation Programme to all the First year students is held in the beginning of session whereby students are made aware of the all scheme of studies, evaluation process and university rules and regulations. The basis for internal assessment is described on the college website and in the college prospectus. Students are also informed about the criteria for

internal assessment and continuous evaluation during the departmental orientation programme. The internal assessments for each subject are uploaded periodically on the University portal (https://ugexam.puexam.in/ and https://pgexam.puexam.in/ ) when it opens and the hard copies are sent to the university after rechecking.

Internal Assessment marks are awarded on the basis of online attendance, assignments, presentations, terminal examinations, projects and overall participation of student in extracurricular activities. Continuous evaluation is incorporated into teaching plans which encourages the student to study systematically throughout the semester and provides opportunities to the teacher to know the progress of the student. The course curriculum of B.Sc. and M.Sc. of our college is robust. Teachers mostly assign innovative projects, field work and assignments to students to develop their creative skills and to engage them in critical thinking and problem solving. Internal/Terminal examination is conducted as per the examination schedule provided by the University.

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Link for additional information | https://ugexam.puexam.in/ |

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

Government Home Science College is a constituent college of Panjab University and therefore it follows the guidelines set by the University for the conduct of examinations. The college has a central Internal Examination Committee, which undertakes necessary measures to ensure objectivity and transparency in the process. The rules and guidelines for internal examination is described on the college website and in the college prospectus. Notifications are displayed prominently on the college website and on the college students notice boards to communicate information related to internal examination to students. At the end of each semester, there is a final exam which is uniformly conducted for students across all the constituent colleges of Panjab University. The students are shown their answer sheets of terminal examination after evaluation and the answer sheets of internal class tests, assignments and project reports are discussed with students after evaluation. Parity in marks awarded to students is maintained.

Students are given enough time to claim concessions in attendance on medical grounds and for participation in extracurricular activities. After such rigorous scrutiny, the records are uploaded on the University website. The final examination and internal assessment (IA) is exhibited on the notice board and uploaded on the university portal and rechecked and then the hard copy is sent to the university. Students have the opportunity to see their answer sheet after evaluation and discuss their answers with the teacher and hereby ensuring transparency of the system. The students may raise their grievances regarding the marks awarded to them with the faculty concerned. In rare cases if students' grievances are not addressed satisfactorily, students are free to approach the head of the department for redressal. Intervention by the Head of Institution can be sought in extraordinary cases. In certain cases, if any discrepancies are noticed between marks awarded to students by teachers and those entered in the mark sheets prepared by the University, the college assists the students in getting such errors rectified. If any error is detected the discrepancy is removed.

The college follows integrated examination platform with the Panjab University. The registered courses are centrally managed to prepare the data sheets for time table, students list, room wise allocation, invigilators list and attendance sheets. Time tables are displayed on the notice boards as well as in college website. The date sheet is made in college and sent to University for approval. The examination process is looked after by centre superintendent, deputy superintendent and assistant superintendents. The answer sheets are distributed room wise along with question papers and attendance sheets to the invigilators. After examination the answer sheets are collected by the invigilators and submitted to the Controller of Examinations (COE) for further compilation and declaration of results. Any grievances regarding question paper, marks allocation and syllabus disparity is addressed to board of studies committee of the college. Hence the College employs a robust multi-tiered mechanism to ensure transparency and objectivity in dealing with grievances related to internal examinations.

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Link for additional information | Nil |

## 2.6 - Student Performance and Learning Outcomes

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

All the programmes offered have an inter disciplinary approach that caters to the present day requirements of education. In Clothing and Textiles, students undergo various design concepts, theories and computer applications for a wide variety of careers with entrepreneurial skills and placements in apparel and textile industries. Foods & Nutrition department lays emphasis on courses aimed to develop skills related to planning and preparation of customized therapeutic diets and lifestyle counseling, clinical nutrition, public health nutrition, institutional food service management and food science in sync with industry - academia needs. The department of resource management aims at creating and adopting sustainability, conservation and efficient use of resources to achieve personal and family goals. The curriculum focuses on imparting students with the knowledge to enhance functionality, aesthetics and ergonomics of interior spaces. The department of Human development and family relations prepares students for careers in public and private service agencies. It lays emphasis on learning to help individuals and family to understand needs, different developments, challenges, issues of concern and possible remedies or steps for different stages of human development and family relations. The communication mechanism ranges from e learning resources, lectures through power point presentations, field visits, exposure to workshops and seminars.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://homescience10.ac.in/programe-course-outcome |
| Upload COs for all Programmes (exemplars from Glossary) | No File Uploaded |

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

To evaluate all programme outcomes, Panjab University guidelines are followed for evaluation. Mid semester examinations (theory and practical) are held once in each semester for both under graduate and post graduate classes. Students are awarded internal

assessment on the basis of attendance, mid semester examinations, practical/project work, participation in class and college activities etc. The learning /grasping abilities of students are assessed through class tests, assignments, projects, and power point presentations. Evaluation is also done on the basis of peer discussion, brain storming sessions, displays, exhibitions and survey. Departments organize workshops, seminars, visit to industries to help the students develop various skills. The outcomes are assessed by providing various platforms and skill building opportunities for the students through entrepreneurship melas, exhibitions and fests. Placement records are maintained which give a clear idea of the success of all the programs undertaken at the institution. The college also boasts of a number of start- ups initiated by the students.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://homescience10.ac.in/startups-by-students |

## 2.6.3 - Pass percentage of Students during the year

## 2.6.3.1 - Total number of final year students who passed the university examination during the year

109

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | Nil |

## 2.7 - Student Satisfaction Survey

## 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://homescience10.ac.in/storage/pages/iqac-

aqar/STUDENT%20SATISFACTION%20SURVEY%202021.pdf

## 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 year (INR in Lakhs)

### 3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

5948500

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | View File |

### 3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

### 3.1.2.1 - Number of teachers recognized as research guides

11

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

### 3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

### 3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

01

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | Nil |

## 3.2 - Innovation Ecosystem

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

The subjects of Home Science includes the five major branches where students can use their creative imagination and start their Start-ups. Teachers always encourage and motivate the students to show and express their creativity in their respective classroom practical under Foods and Nutrition such as preparing healthy and therapeutic diets for various chronic health issues. In addition, students are encouraged to initiate their own start-ups in the form of developing innovative food products and further enhance their scale by delivering therapeutic diets to the customers. Innovative recipes are prepared under cafeteria which are primarily run by students. Students from textile and clothing department use their designing knowledge and skills in a very amazing styles through designing creative dresses, renovating the outdated dresses, preparing the different articles. Many students have started their own boutiques and working in fashion industries. Students from the background of human development running the counselling cells campus for staff, students and public free of cost related to socio-psychological issues. Students are using different counselling techniques to help the parents of community. Students of Family Resource Management showcase their talent in developing the interior accessories for decoration and improving the effective useof work space. Further, their community participation for extending the knowledge from classroom to fields related to social issues, ameliorating the social taboos and strengthening the women empowerment. Therefore, on a whole, this versatile course offers numerous avenues to use the creativity without any limitation to academics and render self sustenance.

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | **Nil** |

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

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

**25**

| File Description | Documents |
|---|---|
| Report of the event | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| List of workshops/seminars during last 5 years (Data Template) | <u>View File</u> |

**3.3 - Research Publications and Awards**

**3.3.1 - Number of Ph.Ds registered per eligible teacher during the year**

**3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year**

**2**

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | **Nil** |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | <u>View File</u> |
| Any additional information | **No File Uploaded** |

**3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**

**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

**14**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of research papers by title, author, department, name and year of publication (Data Template) | [View File](#) |

### 3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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

**4**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List books and chapters edited volumes/ books published (Data Template) | [View File](#) |

## 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 year

**The extension activities provide a launch pad for the holistic development of the various stakeholders. Through various presentations and orientation programs, the extension activities serve as a springboard to aspirants and help in mustering confidence among them. The active involvement of the students in the organization of various activities within as well as outside the premises of the college helps in strengthening the teacher-student communication outside the four walls of a classroom. Apart from providing them with a platform, the inputs given by the experts on their presentations would sharpen their ability to present their views in a cohesive and comprehensive manner. The issues raised during various activities are more or less related to the pertaining socio-cultural problems in the society at large. Therefore, the participation of the students in various literary activities expands their imagination to think beyond the conventional line of thought. The participation of the students in competitions like elocution contests, debate, essay writing, book review, etc. gives them an opportunity for self-expression. It also instils in the minds of the students the spirit of self-help,**

**service sacrifice and cooperation. Even during the unprecedented COVID-19 pandemic crisis, the awareness campaign, lectures from the experts especially on the mental well being of the individuals were organized to provide much-needed support to the masses.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

**3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

**8**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of awards for extension activities in last 5 year (Data Template) | <u>View File</u> |
| e-copy of the award letters | **No File Uploaded** |

**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 organized in collaboration with industry, community and NGOs ) during the year**

**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., during the year**

**83**

| File Description | Documents |
|---|---|
| Reports of the event organized | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

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

**2684**

| File Description | Documents |
|---|---|
| Report of the event | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

**3.5 - Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

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

**111**

| File Description | Documents |
|---|---|
| e-copies of related Document | View File |
| Any additional information | **No File Uploaded** |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**

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

**7**

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | **No File Uploaded** |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

**The institute is spread over total area of 17 acres including built up area, lush green eco friendly campus. College boasts of adequate infrastructure and physical facilities for effective teaching learning and holistic growth of students.**

**I Classrooms**

- **Classrooms and Lecture Theatres on three floors are well ventilated, lighted, with proper furniture, equipped with ICT facilities, green/white boards**
- **Classrooms can accommodate about 50 students and LTs up to 120 students which are used for seminars, extension lectures, talks and presentations**

**II Laboratories**

**There are Well-equipped laboratories in various departments of college to impart practical knowledge & to conduct experiments.**

**III Computing Facilities**

**College building is fully Wi-Fi with Leased line BSNL fiber Optic (1:1) at speed of 100 Mbps.**

**IV Research Multimedia Centre, Conference Hall And Seminar Rooms**

**Well equipped with ICT facilities for students to interact and disseminate knowledge.**

**V Library-**

**Library with seating capacity of 200 students, consisting of-**

**-Main library**

**- Reference section**

**- Newspaper and Magazine section**

**VI Specialized Facilities to Supplement Teaching Learning & Research**

- **Chaitanya – A laboratory nursery school**
- **Cafeteria**
- **Diet Clinic**
- **Herbal and Fruit Garden**
- **Plant nursery**
- **Mini rose garden and cactus garden**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | **Nil** |

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

**College offers adequate, well maintained infrastructure and facilities for all indoor / outdoor activities which are being updated regularly since year of establishment (1967), upto 100% user rate.**

## Sports and Games

- Athletic track for various track events- 100m, 200m, 400m, 4X100m, 800m.
- Football, Volley ball, Net ball, Kho-Kho Courts.
- Outdoor/Open Air gym with all weather machines.
- Indoor gym ,treadmills, criss cross steppers
- Indoor Badminton hall with wooden flooring (SAI approved centre).
- Indoor Table tennis.
- Yoga sessions & aerobics exercises in college grounds, auditorium, gymnasium hall.
- Indoor games like carom, chess, Ludo etc.
- All field events like javelin throw, shot put, discus throw etc. and annual sports meet are held in well maintained sports field.

## Cultural Activities

- Spacious, air conditioned, well lighted , fully equipped auditorium for all kinds of cultural and co-curricular activities
- Seating capacity of 300 persons, the auditorium has excellent acoustics, sound system with four speakers , amplifiers, mixer and microphones, projector , screen and electric sliding curtain
- One green room.
- For celebration of festivals - college lawns.
- College grounds for various exhibitions, street plays, art displays and photography competitions.
- Various clubs/ societies

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | Nil |

## 4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

44

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

**4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)**

**4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**

**8526784**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Upload audited utilization statements | [View File](#) |
| Upload Details of budget allocation, excluding salary during the year (Data Template | [View File](#) |

**4.2 - Library as a Learning Resource**

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

**NIL**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional Information | **Nil** |

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**   **E. None of the above**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

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

**0.12193**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Audited statements of accounts | **No File Uploaded** |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

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

**1**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

**4.3 - IT Infrastructure**

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

**College building is fully Wi-Fi. The Wi-Fi facilities in the college were set up in March 2012 in the department of Computers. Thereafter Wi-Fi facility was extended to the whole college building. College is connected to the internet with Leased line BSNL fiber Optic (1:1) at speed of 100 Mbps. All the departments**

in the college are connected with LAN connection.

· College upgraded Leased line Fiber optic speed from 16Mbps to 100 Mbps vide letter no.96-DHE-UT-A2-8(6)18p.f./123 dated Mach 12,2021.

The institute boasts of state of the art Conference room /Seminar hall, Multimedia Resource Centre fully equipped with latest ICT facilities to promote digital teaching-learning and for smooth conduct of conferences, seminars, workshops etc.

· Committee room was updated with Conference System, Sound system and LED screen vide letter no.37-DHE-UT-A4-23(27)71-09/96 dated Mach 05,2021.

· Multimedia Research Centre was provided with Sound system and LED screen vide letter no.DHE-UT-A4-23(1)2018/958 dated June 07,2021.

· Conference room was updated with Sound system and LED screen vide letter no.90-DHE-UT-A4-23(1)2018/959 dated June 07,2021.

· Purchase of ADOBE Photoshop software (01key) for Academic use in the Department of Clothing and Textiles through M&S (2020-21).

· Kindle e-book Reader (6cm Electronic Display), in the Library through M&S plan.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

## 4.3.2 - Number of Computers

121

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| List of Computers | No File Uploaded |

## 4.3.3 - Bandwidth of internet connection in

A. ? 50MBPS

**the Institution**

| File Description | Documents |
|---|---|
| Upload any additional Information | **No File Uploaded** |
| Details of available bandwidth of internet connection in the Institution | **No File Uploaded** |

## 4.4 - Maintenance of Campus Infrastructure

### 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

### 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

**4814147**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

- **A flexible policy is adopted by college to upgrade infrastructural facilities required for teaching and learning process. The laboratories are also improvised in sync with modifications in various courses offered by the institute. A special 'Infrastructure and Development Committee is constituted for the same. The institution approaches the Administration and UGC to seek various funds for its infrastructural enhancement.**

- **After getting requisite gradation plan from heads of various departments regarding their infrastructural and academic requirements, requisitions are sent to Director of Higher Education, Chandigarh Administration, for maintenance of college infrastructure. After preparation of rough estimated**

cost by concerned officials, the same is sent to DHE, office for the allocation of the budget.

- Modern equipment, tools, supplies are purchased out of M&S plans to upgrade laboratories by the purchasing committee.

- Adequate physical facilities are being used in teaching-earning process. Most of the departments have smart classrooms, smart boards, projectors, personal computers, printers and internet connectivity. College also has its own fully functional website.

- All purchases of college were carried out through Govt. E-market place (GEM) from session 2017-18 to ensure competitive market rates of different items and also provide transparency in the entire system of purchase.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

7

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**

**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

**11**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | <u>View File</u> |

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

**A. All of the above**

| File Description | Documents |
|---|---|
| Link to Institutional website | <u>https://homescience10.ac.in/news-events</u> |
| Any additional information | **No File Uploaded** |
| Details of capability building and skills enhancement initiatives (Data Template) | <u>View File</u> |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**0**

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**0**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | [View File](#) |

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

**A. All of the above**

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | [View File](#) |
| Upload any additional information | [View File](#) |
| Details of student grievances including sexual harassment and ragging cases | **No File Uploaded** |

## 5.2 - Student Progression

**5.2.1 - Number of placement of outgoing students during the year**

**5.2.1.1 - Number of outgoing students placed during the year**

16

| File Description | Documents |
| --- | --- |
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

### 5.2.2 - Number of students progressing to higher education during the year

### 5.2.2.1 - Number of outgoing student progression to higher education

**73**

| File Description | Documents |
| --- | --- |
| Upload supporting data for student/alumni | View File |
| Any additional information | **No File Uploaded** |
| Details of student progression to higher education | View File |

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

### 5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

**2**

| File Description | Documents |
| --- | --- |
| Upload supporting data for the same | View File |
| Any additional information | **No File Uploaded** |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

## 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 year

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

34

| File Description | Documents |
|---|---|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at unive rsity/state/national/international level (During the year) (Data Template) | View File |

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

Direct and fair elections were held to select the student council members on 6Th september,2019, for the session 2019-20 and same was continued for the year 2020-21 because of the Covid-19 pandemic.Student council members enthusiastically participated in various events organized virtually during the Covid-19 pandemic such as seminars, talks, workshops and competitions. They also helped in organizing workshop on psycho social support for Covid pandemic condition, online textile heritage quiz, live workshop of painting inspired from Rogan Art, live session on textile conservation, workshop on ice cream making, live session on development of nutri garden and many more. The Council was actively involved in NCC/NSS activities during the pandemic. They contacted the students via whatsapp class groups/emails and got activities like NukkadNataks and competitions organized online .

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

**5.3.3 - Number of sports and cultural events/competitions in which students of the Institution**

**participated during the year (organized by the institution/other institutions)**

## 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

**7**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Upload any additional information | **No File Uploaded** |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

## 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

**Since the establishment of the institution in 1961, the Alumnae is actively engaged in lending valuable inputs at various levels for the development of the institution. Our illustrious alumni consists of women from all walks of life ranging from public service, dieticians in hospitals, counsellors in schools and successful entrepreneurs in the field of fashion, food service and child care to being great home makers. To add a feather to its cap, not only many teachers, but many previous Principals are also a part of the alumni. The alumni organizes seminars, talks and live workshops time and again to motivate and inspire the students of the college to reach to greater heights. Besides this, Alumni members also participate in various welfare activities, cultural and literary programs of the college along with extending financial help for organizing recreational activities for the underprivileged children of Chaitanya- A Laboratory Nursery School in the college premises. General bodyalumni meetings and elections are held regularly which decide on various agendas to be undertaken under their aegis. The newly elected members of the Alumni Association are:**

**President: Dr. Poonam Thakur Aggarwal**

**Secretary : Prof. Reetinder Brar**

**Vice President: Mrs. Manisha (Chief Dietician)**

**Treasurer: Mrs. Manpreet Kaur**

**Executive Members: Dr. Harpreet Kaur**

**Dr. Neha Sharma**

**Mrs. Anila**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | <u>View File</u> |

### 5.4.2 - Alumni contribution during the year (INR in Lakhs)  **E. <1Lakhs**

| File Description | Documents |
|---|---|
| Upload any additional information | <u>View File</u> |

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### 6.1 - Institutional Vision and Leadership

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

**The motto of the college, "Knowledge for Service" aims to provide comprehensive value-based education for enabling students to help serve the society. Development of skills, character building and holistic development of students is the vision of the college whereas the mission is to provide quality education and strive for excellence, to enhance research and develop innovative ideas to make the students self-reliant and attain higher standards of quality education. The principal is academic and administrative head of the institution and plays a multidimensional role. Both Principal and faculty consistently work towards fulfillment of vision and mission of the college. The Principal acts as a coordinating bridge between the Director Higher Education, Chandigarh Administration and college as well as Panjab University, Chandigarh. Before the start of the new academic**

session, the Principal along with the other faculty members discusses and works out all the details regarding admission and the next academic session. The Principal maintains proactive role in encouraging and motivating all the faculty members for overall academic growth and development of the college. Regular interactions of all the stake holders namely Principal, heads of departments, IQAC faculty, students, alumni and various committee members, are undertaken to discuss the present and future perspective plans of the institution for effective implementation of various plans and policies. The faculty is actively involved in decision making process. Periodic meetings are held and their recommendations are submitted to the Principal for arriving at related decisions for implementation subsequently. The faculty members, in the capacity of teacher representatives, are members of the various committees to meet the various goals set for academic session. The faculty updates and upgrades the academic knowledge of the students through the use of different teaching aids like power point presentations, discussions, interactions-both personal and group, case studies, organization of seminars, conducting workshops and organizing field trips. The faculty counsels the students about the importance of quality education and interacts with parents and students with respect to curriculum and employability and organized liaisoning of industry with academia and also takes initiative and organizes interaction with eminent research organizations, academicians, industrial organizations and contributes to institutional social responsibility. The faculty keeps abreast with the global education scenario, research in education and industry needs and suggests need based changes in curriculum from time to time. This ensures active participation of the dynamic learner, thereby making the learning process a fruitful and interactive exercise. Implementation of effective governance system and active participation of faculty at all management levels ensures the achievement of higher levels of growth, development, capacity building and empowerment of the students in particular, and college as a whole, in general.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

The leadership by Principal is observed through decentralization and participative management of teaching and non-teaching staff.

Decentralization

Institution has a mechanism for decentralized governance system which is as follows:

1. Principal Level

The UT administration, Chandigarh, delegates all the Administrative and Operational decisions based on policy through Education Secretary followed by Director Higher Education to the Principal for the implementation of policies through various Committees under her chairmanship in order to fulfil the vision and mission of the institute. 2. Faculty Level

Faculty members are represented in various committees/Cells and encouraged to develop leadership skills by being in charge of various administrative, academic, co-curricular, and extracurricular activities including industrial tours and to have tie-up with industry experts and appointed as coordinator and convener for organizing seminars/workshops/conferences/Faculty Development Programs.

3. Student Level

A student council consists of various members elected democratically every year. They are part and parcel of every curricular and cocurricular activities and functions in the college which help them in developing leadership, responsibility and sense of involvement in the functioning of college. Council members further involve the students for execution of allotted duties.

Participative management

The institute promotes a culture of participative management by involving the staff and students in various activities. Both students and faculties are allowed to express themselves of any suggestions to improve the excellence in any aspect of the Institute. The principal and staff members are involved in implementation of rules regulations pertaining to admission as per Panjab University. For the various programs to be conducted, all the staff members meet, discuss, plan and form various committees

involving students for coordination. This is done at the following levels:

**Strategic level**

- Staff members are involved in conducting academic & non-academic activities and examinations in the college.

**Functional Level**

- Faculty members participate in sharing the knowledge by discussing different policy matters and their mode of implementation. Staff members are involved in preparation of annual budget of the institute.
- At operational level, the principal is the DDO (Drawing and disbursing officer) of the institute and incure all the financial expenditure. The principal is responsible for introduction of new programs and various welfare activities.
- The Principal of the institution is responsible for academic, non-academic and administrative activities of the institution.
- On behalf of the institution, principal interacts and corresponds with Director of Higher Education, UT Administration, Chandigarh, Govt. of India, UGC, Affiliating University, etc.
- All the staff members actively participate in implementing the policies, procedures, and framework in order to maintain and achieve the quality standards.
- Office staff is executing day to day support services for both students and faculties.
- Meetings of HODs and Staff are held periodically for discussing the issues and challenges, developmental aspect of the Institute. Thus, the institute encourages teachers, students, employers, alumni, staff, and class representatives to share their ideas, opinions, suggestions through student feedback system, alumni meet, and other various committee meetings. The inputs received from various stakeholders of the institute are reviewed and considered for decision making.

Therefore, the team work headed by the college principal is visible in the various institutional practices.

The leadership by Principal is observed through decentralization and participative management of teaching and non-teaching staff.

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| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The college prepares strategic plan taking into consideration the vision, mission and objectives of the college. While strategic planning is done taking in to account the core values of the institution.

Core Values of our Institution are:

- Excellence in Teaching and Learning
- Involvement of all Stakeholders of the Institution in Decision-making
- Community Engagement
- Promoting Self employment
- Holistic Development of Students

The college has effectively utilized its resources and achieved the following goals

College as one stop shop during poshan maah, poshan pakhwada and and poshan abhiyan in totality

- The college acted as a one stop shop for addressing all needs of nutrition in terms of Human Resource, innovation, technical expertise for conducting awareness campaigns to masses.

Boosted start up initiatives and women empowerment

- The college in sync with goals of Atam Nirbahr Bharat aims to promote startups of its budding entrepreneurs. The college organizes exhibitions and various melas to promote the sale of the products of these entrepreneurs. In this direction Swavlamaban Window has been established with the help of the grant of SIDBI. This window provides a platform for display and sale of innovative products of the students. The college students are running their digital startups and generating income out of it.

Mapped college goals in sync with sustainable development goals/ global goals

- The college organizes various activities, exhibitions and co-curricular activities in consonance with sustainable development goals 1,3 and 5 of UN (2030 agenda). Efforts were made to work in direction of Eradicating poverty by

empowering girls, Advertising Indian traditional Arts, supporting women artisans, promoting the wellbeing through advocating cheap nutritious food for vulnerable sections of population to commemorate 150 years of Mahatma Gandhi whose vision is still applicable till date.

## Skill Development and Linkages with Industry

- To ensure that students passing out from the College can be absorbed in the industry, the College has various professional, skill developing Degree//Diploma prgrams that give both theoretical and practical exposure to the students.

- Self-employment. The students with business acumen and interests are encouraged to understand entrepreneurship and to train themselves in the field. Workshops and opportunities to interact with entrepreneurs are organized. The students also get a feel of self-employment when they set up stalls at various college and city level events.
- Signing of MOUs with various reputed organization to promote mutual exchange with external organizations.

## Eco -friendly approaches - waste management

- The college has effectively utilized its planning strategy towards sustainable development initiatives. In this regard the college has developed herbal garden where various herbal plants are grown up. Also solar panels are installed in the college hostel.College environment club regularly organizes various activities that focus on creating awareness regarding environmental friendly practices among various stakeholders. Various Pits were dug near UG and PG hostels for segregation of wet and dry waste and then finally to make compost which is being used in college lawns
- The compost machine Purchased worth Rs. 5.85 lakhs under M & S plan was made functional to convert waste material to energy through composting.
- Awareness campaign cum demonstration drive was carried out by NCC Cadets regarding composting of Kitchen waste at Dainik Bhaskar Colony of Sector-25-D, Chandigarh on 3.9.2019.
- An awareness drive "Say No To Polyethene" was conducted in vegetable market, where vegetable vendors and customers were distributed cloth/ paper bags by the students to enhance its usage among masses.

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | **No File Uploaded** |
| Paste link for additional information | https://homescience10.ac.in/storage/pages/iqac-aqar/Minutes%20of%20IQAC%20Meeting%20%2004.06.2021.pdf |
| Upload any additional information | **No File Uploaded** |

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

**Education Secretary**

**Education Secretary is overall incharge taking and implementing all crucial decisions and plans**

**Director Higher Education (DHE):**

**With Quality as an integral part of the College vision, it is ensured that it is inherent at each and every level. The College is governed by Director Higher Education, Chandigarh Administration, which sets the general quality parameters for all its colleges. It also ensures that all its colleges adhere to quality norms of the respective Universities to which they are affiliated.**

**The college is affiliated to Panjab University and various rules are framed by the university to govern academic activities.**

**The Principal ensures that these are implemented as per the local socio-economic and geographical conditions and aspirations of the stakeholders.**

**Principal: The duties of the principal are:**

- **General Administration of the college.**
- **General administration and overall supervision of teaching programmes.**
- **Supervision of student's welfare, health and security services.**
- **Supervision and guidance of teaching staff including organization of in-service education of staff.**

- Responsibility for organizing workload of staff including teaching assignments.'
- Guidance and counselling of students.
- Administrative arrangements for students' field experience and teaching
- Recruitment of staff and admission of students.
- Responsibility for conduct of examinations.
- Supervision of living conditions of students in hostel.
- Maintenance of permanent records of students.
- Preparation of reports (College reports, progress reports).
- Review and revision of policies, rules, regulations & philosophy of the College.
- Performing public relations duties for the College.
- Procurement of College equipment's, supplies, stationery.
- Preparation of budgetary proposals.
- Supervision of hostel and office staff.
- Participation in the College's committee work.
- Participation in teaching programmes.
- Supervision of library services.
- Planning for development of the college.

IQAC: IQAC in any institution is a significant administrative body that isresponsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college.

Teaching: Teaching staff includeprofessional personnel directly involved in teaching students, including classroom teachers, special education teachers and other teachers who work with students as a whole class, in small groups, or in one-to-one teaching.

- HOD
- Professor
- Associate Professor
- Assistant Professor

Non- Teaching

- Administrative Staff

- Superintendent
- Clerk
- Helper

- Peon
- Sweeper

- Accountant

- Accountant Clerk

- Library

- Librarian
- Assistant Librarian
- Restorer
- Lab Attendant
- Helper
- Peon
- Sweeper

- Laboratory

- Senior Lab Attendant
- Junior Lab Attendant

**Supporting Cell**

- Campus Security

- Security Officer
- Security Men

- Girls Hostel

- Hostel Superintendent
- Warden
- Clerk
- Watchman
- Helper

- Sweeper
- Peon

- Transportation

- Driver

**Apart from it various committees are formed at various levels of**

**implementation to take care of various interests of the stakeholders.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Link to Organogram of the institution webpage | https://homescience10.ac.in/organisation-structure |
| Upload any additional information | View File |

**6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination**

**A. All of the above**

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | View File |
| Screen shots of user inter faces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

## 6.3 - Faculty Empowerment Strategies

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

**The Institution has effective welfare measures for the teaching and non-teaching staff. The institution ensures that adequate facilities are provided to its employees for their efficient functioning. The college always works towards the welfare of its employees that helps in maintaining efficiency, productivity, morale, safety and satisfaction of the staff.**

**Following are the welfare measures for teaching as well as non-teaching staff:**

- **Medical facilities: The institution has a small infrastructure for basic medical attention with a nurse to**

- provide first Aid in case of any emergency. Medical expenses incurred are also reimbursed to all employees at prescribed rates.
- ICT Facilities: Computers are installed for use of all employees pertaining to academic and official requirements along with extended facility of speedy Wi-Fi connectivity.
- Diet Clinic: The Institution has made arrangement of Diet clinic in collaboration with faculty of food department which extends free of cost diet consultation to all the employees. The Diet Clinic initiated by Department of Foods and Nutrition provides free dietary physical and online counselling in the college campus. The main aim is to cater to nutritional needs of all sections of the society.
- Chaitanya Lab Nursery School: The institution has made arrangement of Chaitanya School for the research work of students and faculty. Special quota is there for admission of children of staff members of the college.
- Counseling cell: Arrangements has been made for counseling by trained counselor for all the employees free of cost, whom so ever feels to be counselled.
- Leaves and Vacations: Institution provides leaves as stated

Regular teaching staff - 20 days Casual leave, 8 days earned leave and 20 days medical leave.

Non-teaching staff - 20 days casual leave for women and 10 for men, 15 days earned leave and 20 days medical leave.

Contractual staff- 12 days casual leave.

Apart from above said leaves, Maternity leaves benefits are extended to all employees as well as down rules.

Summer vacation of one month and winter vacation of 2 week is granted to all the teaching staff.

- Canteen facility: A Canteen has been introduced which facilitates healthy and hygienic variety of food stuff to all the employees as well as students.

- Duty leave: Provision for Duty leave has been extended to all the employees for attending meetings, seminars, workshops and conferences for professional development.

- Quality Improvement Programs: To keep the faculty members abreast with the progressive information and to add more

**expertise in their respective fields, In-house Seminars & Conferences are organized by various departments of the college**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

**6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year**

**0**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | <u>View File</u> |

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

**2**

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | **No File Uploaded** |
| Reports of Academic Staff College or similar centers | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

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

**10**

| File Description | Documents |
|---|---|
| IQAC report summary | **No File Uploaded** |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

**Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words**

This Institution follows a structured and well-defined annual appraisal system for their teaching and non- teaching employees. The performance of teaching and non-teaching is assessed by the principal on the basis of APAR Performa filled by the respective individuals annually and necessary action is initiated for improvements.

Teaching Staff:

1. As per the UGC guidelines, each faculty member has to fill a detailed Self-Appraisal Proforma constructed in accordance with API guidelines. On this basis, the Annual Confidential Report of every faculty member is prepared which is reviewed by the Principal. This report is based on certain significant criteria like the academic performance in terms of results, administrative functioning, and commitment to perform duty, research work undertaken, extra-curricular activities, innovation and resourcefulness. The process of self-appraisal by the faculty encourages and motivates the faculty members for self-review that leads to better performance by them.

2. All academic and administrative activities and pertinent information concerning the faculty are systematically and meticulously recorded in their respective service books.

3. The Principal engages with the faculty through regular staff meetings and interaction and assesses the working of the faculty. This form of mutual interaction on a regular basis is important for effective functioning of the staff. The continuous communication between the Principal and the teaching staff also helps to understand various challenges that can occur and thus helps in framing of resolutions.

4. The academic results of the college are compiled annually by individual faculty members for their own classes. Comparison of University results with the College result gives a fair idea to the Principal, Head of the Department and the concerned faculty about the academic performance of the College and scope for improvement.

5. The faculty takes individual feedback from students in terms of content-delivery, subject/concept clarity, pedagogic techniques, regularity, etc. with the aim of self-appraisal and accountability. The mechanism to receive feedback from the students acts as a credible blueprint for self-review and improvement.

6. Performance Appraisal System (PAS) such as CAS (Career Advancement Scheme) allows for self appraisal on a prescribed proforma designed as per UGC norms, through which

promotions are considered.

**Non-Teaching Staff:**

1. All the non-teaching employees are required to fill the self-appraisal forms and their Annual performance appraisal Report is reviewed by the Superintendent. Its major purpose is to assess the performance of the employees in terms of duties undertaken by the employee, timely submission of planned work, proficiency in work and other traits such as, communication skills, analytical ability, etc.

2. All the administrative activities and pertinent information concerning the non-teaching staff are recorded systematically in their respective service books.

3. Each member of the non-teaching staff is assigned a specific set of duties and responsibilities. Performance appraisal is based on the competence, attainment and quality of the work performed.

The hostel warden is under the supervision and regulation of the Principal who is chief warden also . The lab attendants and instructors are supervised and evaluated by their respective HODs. In case an issue arises, the Principal intervenes for resolution.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Institution has the provision to conduct external audit only.

**External Audit:**

Audit is an integral part of the financial transaction processing. Being a government institution financial audit is conducted as and when scheduled by the office of the Accountant General, Chandigarh as per government rules and regulation. The mandate of the audit includes all expenditure incurred by the institution, utilization

of the procured item, maintenance of stock register. Transaction processing at Accounts department is the first level of control where all aspects of validating a transaction from budget provision, adequacy of requisition, supporting documentation, authorization and approval, vendor account history etc. are checked before entering a transaction in the accounting system. A well-established system is in place for recording every receipt and payment as per the rules and regulations framed by the College authorities. The accountant checks each aspect of control from adequacy of requisition, documentation, and authorization and approval perspective at each stage of transaction to ensure propriety of the payments. All the sanctions of funds are duly checked and approved by bursar and then further checked and verified by the worthy Principal. Later they are also verified by accountant and concerned team. All expenditure and related items are duly entered in to stock registers and sanction registers which are later audited by the external auditors. Funds received for NSS and societies of the college are audited by a Chartered Accountant. This transparent and efficient mechanism of handling the finance and accounts enables the external auditors to analyze our performance through various audited statements. In the process if any objections are raised by the auditors in the financial statements, they are duly corrected/ rectified by the concerned departments. This external audit takes place annually on closing of financial year.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

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

0.79

| File Description | Documents |
|---|---|
| Annual statements of accounts | **No File Uploaded** |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

**Mobilization of funds**

**The College's major sources of funding are as follows:**

- **Fee collected from the students.**
- **Salary of the staff received from Chandigarh Administration.**
- **Various grants received from UGC,RUSA and Government Bodies like CREST,DST Chandigarh Administration ,SIDBI, Social welfare department Chandigarh Administration , Education department Chandigarh Administration ,SBI**
- **Funds received from Stakeholders, non-government bodies, individuals and Philanthropists.**
- **Funding from alumni donors**

**Utilization of funds**

- **Drawing and Disbursing officer takes care of proper disbursement and utilisation of the grants and funds received in the college.**
- **The Purchase Committee takes care that purchases are done properly and in accordance with the rules from the various funds allocated.**
- **Burser verifies each and every purchase and approves its utilization.**
- **Every deptt. prepares annual requirement of purchase for utilization of funds under M & S plan.**
- **To ensure the optimum utilization of resources, the Principal issues directions from time to time.**
- **The college also runs some courses on self -finance basis. For these courses we do not receive grant from the Govt. It is managed from the fees collected from the students.**
- **Some funds are allocated for social service activities as part of social responsibilities through NSS and NCC.**
- **Adequate funds are allocated for effective teaching-learning**

practices that include Workshops, Inter-disciplinary activities, exhibitions, field visits etc. that ensures quality education.
- Adequate funds are utilized for development and maintenance of infrastructure of the college.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 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

Yes, Internal Quality Assurance Cell (IQAC) was established in year 2010. The IQAC has made significant contribution in Institutionalizing the quality assurance strategies and processes. The IQAC has been constituted as per the format prescribed by NAAC and its meetings are held regularly four times in a year. Quality enhancement is a continuous process of prime importance for our Institute. Quality assurance strategies and processes are framed and subsequently reviewed by the IQAC in its meetings. Due to the efforts of IQAC,s a number of initiatives have been taken including setting up of university R&D cell, entrepreneurship development cell, organizing national level seminars, talks and competitions every year etc.

The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The IQAC meets every quarterly to plan, direct, implement and evaluate the teaching, research and publication activities in the College. The sub-committees dealing with various activities and departments implement the IQAC guidelines and report the feedback.

Two examples of practices institutionalized as a result of IQAC initiatives and related to teaching learning quality are the following:

1. The College has prepared a Perspective Plan for the period of five years-commencing from the academic year 2016-2017 to the academic year 2020-2021 by taking into consideration the quality indicators of Seven Criteria determined by NAAC. In

the preparation of the Perspective Plan, the Internal Quality Assurance Cell (IQAC) of the College has taken initiatives. Inputs from all stakeholders, their expectations, management policies and goals and objectives of the College are considered as a base for formulation of the perspective plan. The draft of Perspective Plan is discussed, reviewed and approved in the Local Internal Committee of the College. Every year IQAC devises a yearly Perspective Plan in the beginning of the academic year and also gives an account of the outcome achieved at the end of the academic year.

2. Feedback from all the stakeholders and the recommendations of the IQAC are taken into consideration and innovations are incorporated in further perspective plans. Student feedback mechanism, self-appraisal by teachers, introduction of teachers training programmes, faculty improvement programmes, encouragement to teachers for research are some of the measures taken for quality sustenance and enhancement as a strategy.

The students helped with explaining admission procedure and about various courses available. The feedback from parents was excellent for this student initiative The alumni association organizes get together for students and teachers. Alumni were also involved in arranging various talks and workshops.

The above examples demonstrate the significant contribution of IQAC for Institutionalizing quality assurance strategies in teaching learning.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities. The two examples of institutional reviews and implementation of teaching learning

**reforms facilitated by the IQAC**

1. **The excellent ICT facilities provide a strong platform for blended / online learning for the students. The entire faculty of the college is allocated its coursework well in advance. The faculty then prepares the required PPTs and other reference materials like videos, e- resources material, to be used in teaching. The study materials are uploaded on google classroom which can be accessed by the students at any time. This practice is also immensely helpful to slow learners as they have relevant material available 24x7 helping them catchup with any deficiency or weakness.**

2. **Students are encouraged to take up social causes and create awareness through NSS, NCC, Social cell and individual departments. The IQAC sees that all committees inspire the students towards social activities and it is noteworthy to mention here that the student's involvement is remarkable. They suggested that the senior students should be a guiding force for the juniors. Senior students guide the junior students during department festivals, and the alumni association is also active in the College.**

**Students contribute to the efficient functioning of IQAC by providing feedback on the teaching learning process regularly. The students organize various departmental festivals that inculcate in them the College quality policy, bsuilding a harmonious work culture and motivating everybody to contribute the best.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**B. Any 3 of the above**

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | [https://homescience10.ac.in/iqac-aqar](https://homescience10.ac.in/iqac-aqar) |
| Upload e-copies of the accreditations and certifications | **No File Uploaded** |
| Upload any additional information | [View File](#) |
| Upload details of Quality assurance initiatives of the institution (Data Template) | [View File](#) |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

**Institute is equipped with a robust security system. Well trained and vigilant security guards are available round the clock. Security checkpoints are made available at all entry and exit gates. The Security guard at the main gate maintains a register to keep a record of all individuals visiting the college. 24 hour's surveillance is provided by CCTV coverage in the college premises. Furthermore, women helpline numbers are displayed on the college noticeboard and website. A full-time warden is appointed for both postgraduate and undergraduate hostels. Fire extinguishers are installed on every floor in the college as well as the hostel. The institute relentlessly works towards the promotion of gender equity through various curricular and co-curricular activities inside and outside the campus. Various committees such as anti-ragging, sexual harassment and grievance redressal cell monitor and address safety, security and social issues. Regular seminars are organized to spread awareness on social issues such as gender equity, women safety and legal rights, dowry, women health, cybercrime, cyber security and gender sensitivity. The college offers a comprehensive counselling system with two counselling cells providing guidance on nutrition and healthy eating as well as psychological well being. Common rooms provide personalized space for the students with an entertainment and recreation centre.**

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | **Nil** |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | **Nil** |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

**B. Any 3 of the above**

| File Description | Documents |
|---|---|
| Geo tagged Photographs | [View File](#) |
| Any other relevant information | **No File Uploaded** |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

**The Institution has taken up various initiatives to maintain an environment-friendly campus by considering the management of degradable and non-degradable waste.**

**Solid waste management**

**The college has a compost making machine for making the manure from the kitchen waste. Blue and green dustbins are used to collect dry and wet garbage separately. Waste cement, cloth pieces, broken terracotta pots, redundant marble slabs and ceramic sinks are utilized as gardening accessories and various other things.**

**E-waste management**

**As per the direction of the Chandigarh Administration institute has disposed of the various e-waste recently. Further, the items which are not under the condition of repair are disposed of with**

the help of government and non-government agencies.

**Liquid waste management**

The College has a number of grounds and lawns to be irrigated. A huge quantity of water is required to irrigate them through a normal water pipe system. Institute uses the tertiary water for the irrigation supplied by the Municipal Corporation of Chandigarh.

**Hazardous chemicals and radioactive waste management**

Before draining the chemical waste generated in the various laboratories in the college are neutralized to the normal pH level and then disposed of through the sewerage system. Further, radioactive waste is not being produced in the institution.

| File Description | Documents |
|---|---|
| Relevant documents like agreements / MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | View File |

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**    A. Any 4 or all of the above

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**    C. Any 2 of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles

3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | [View File](#) |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities**

D. Any 1 of the above

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | No File Uploaded |

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

B. Any 3 of the above

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | [View File](#) |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The college sensitizes students towards cultural, regional, linguistic, communal and socio-economic diversities. An inclusive and harmonious environment to promote academic excellence, cultural enrichment and physical fitness is provided to students to build a multifaceted personality. Some of the major programmes organized by the college in this connection are the celebration of Fresher's Day through Talent Hunt &Teej Celebrations which helps create harmony amongst themselves as they belong to different backgrounds culturally, regionally, socio-economically and linguistically. As a part of regional and cultural diversity, students participate in various heritage competitions in Panjab University Zonal Youth Heritage Festival. Students also participated in a heritage walk to celebrate Art and Culture Festival organized by Chandigarh Administration. The college takes an initiative to celebrate all festivals such as Lohri, Diwali and Holi on the campus to inculcate a spirit of cultural belongingness. Communal harmony Week is enthusiastically observed to ensure a healthy atmosphere. Interactive sessions such as storytelling and puppet shows in regional languages are regularly conducted by the Department of Human Development and Family Relations to provide an inclusive environment towards regional and linguistic harmony. The Literary Society of the college provides a launchpad to the students wherein they can showcase their creative potentials and express their opinions and ideas. Consistent efforts are made to revive traditional art and craft through phulkari, khiddo, eeno, baagh, tokri, rassa, chikkoo making. Moreover, traditional foods like millets and other locally available foods are prepared.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

**To promote the sense of nationalism and sensitization among students and employees of the institution towards constitutional obligations, the college regularly organizes various programmes of national importance with the participation of staff and students with full zeal. On Independence and Republic Day, the Principal of the college hoists the National Flag in the presence of staff, students, NSS Volunteers and NCC Cadets. Pledge taking ceremonies are also conducted from time to time during Vigilance week, National Voter's Day and National Girl Child Day. The College commemorates International days of importance which have been established by the UN, UNESCO, WHO etc. in which NSS Volunteers participate wholeheartedly.The World Habitat Day was celebrated on October 5th, 2020 by organizing competitions like Slogan Writing, Academic Poster making and Awareness Video Making and on the theme "Housing for All- a Better Urban Future."**

**The major National days of observance every year includes Independence Day ( August 15 ), Republic Day (Jan 26) Martyr`s Day of Bhagat Singh (March 23 ), Vigilance Week Celebrations ( Oct 29 – Nov 03), Rashtriya Ekta Diwas ( Oct 31), Voter's Day ( Jan 26), ParakramDiwas ( Jan 23), Gandhi Jayanti (Oct 02), Teacher`s Day ( Sep 05).**

**Every year NSS volunteers celebrate Constitution Day on November 26 to sensitize the masses about their fundamental rights and duties. Through creative writing competitions, especially centred on human values and constitutional rights, students are sensitized regarding rights and their duties as responsible citizens.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | Nil |
| Any other relevant information | Nil |

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized**  **A. All of the above**

| File Description | Documents |
|---|---|
| Code of ethics policy document | No File Uploaded |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

**The following is the list of national and international commemorative days, events and festivals the institute celebrates every year and makes the students and faculty to participate.**

**? Celebration of International Youth Day gives an opportunity to celebrate and mainstream young generation' voices, actions and initiatives, as well as their meaningful, universal and equitable engagement. College organizes various activities like, collage making, poster making, essay writing.**

? Independence Day marks the end of British rule in 1947 and the establishment of a free and independent Indian nation. Principal will hoist the flag and deliver speech highlighting about the significance of Independence Day to the students and teaching and non-teaching staff.

? Gandhi Jayantihonours Mahatma Gandhi's role in Indian Independence, Community, historical celebrations. Gandhi Jayantiis an event celebrated in India to mark the birthday of Mahatma Gandhi. It is celebrated annually on 2nd October. Institute celebrates Gandhi Jayanti every year and remembers the significant role played by GandhiJi.

? International Human Rights Day is observed on December 10 annually. The main aim behind celebrating this day is to improve the physical, social, cultural and spiritual well-being and welfare of the vulnerable group of people globally. Institute celebrates Human Rights Day and highlights the importance of Human Rights to students. Eminent Speakers are invited to deliver lectures on Human Rights.

? Republic Day the date on which the Constitution of India came into effect on 26 January 1950 replacing the Government of India Act (1935) as the governing document of India and thus, turning the nation into a newly formed republic. Institute celebrates the Republic Day every year. Principal will host the flag and deliver speech highlighting about the significance of republic day to the students and staff.

? International Women's Day is a time to reflect on progress made, to call for change and to celebrate acts of courage and determination by ordinary women, who have played an extraordinary role in the history of their countries and communities. Institutecelebrates International Women Day yearly. Students are encouraged to display their entrepreneurial skill and creativity through stalls and exhibition in college fest conducted on Women's Day.

? Earth Day is an annual event celebrated around the world to demonstrate support for environmental protection. Institute organizes various inter and intra-college competitions for highlighting the importance of environment.The day raises awareness about the environmental issues like global warming, marine pollution, human over-population, protection of wildlife, and sustainable consumption. Institute organizes various inter and intra-college competitions for highlighting the importance of

environment.

? Motive of celebrating International Yoga Day is to spreading growth, development and peace throughout the world, making people aware of physical and mental illnesses and providing solutions through yoga. It also aims to develop a habit of meditation for peace of mind, self-awareness which is necessary to survive in a stress-free environment. Institute encourages yoga activities and organizes workshops/yoga demonstrations on Yoga and its significance to students, faculty members and non-teaching staff.

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | No File Uploaded |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

## 7.2 - Best Practices

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

1. Title of the Practice

This title should capture the keywords that describe the practice.

Ans. Developing Swavlambi skills amongst the students in sync with the National campaign;

"Atam Nirbhar Bharat"

2. Objectives of the Practice

What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?

? Promotion of Skill-centric education in the institute to enrich as well as enhance the capacity-building capabilities among the students.

? To promote self-reliance and entrepreneurship as part of the

learning programs of the students.

? With the consistent changes in the knowledge landscape around the world in terms of scientific and technological advancements, the institute strives to create a skilled workforce in tandem with the global demands.

? To develop and hone entrepreneurial skills amongst the young women and make them self-reliant.

? Providing practical training to empower women at personal, professional, social, entrepreneurial and economic fronts.

? To enhance the socio-economic status of women in family and society.

## 3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

The institute consistently strives towards boosting entrepreneurial opportunities and making education meaningful, assimilative and skill-centric for the students. It provides adequate infrastructure and other related facilities to encourage the entrepreneurial startups of the students. However, these processes require infrastructural as well as financial support which becomes a stumbling block in the implementation of these endeavours. Resource mobilization amongst students remains a challenge. Moreover, the unprecedented COVID-19 pandemic further posed a challenge. To carry out these initiatives with mass gathering on the digital platform was a challenging task during the pandemic Covid-19 situation. Procedures and permission required to be taken from higher authorities is again a cumbersome process and take an ample amount of time.

## 4. ThePractice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints/limitations, if any, faced (in about 400 words)?

Ans. The college consistently aims to develop Entrepreneurial skills and boosts the startups of students in this direction. Many students are successfully running their own startups in the

college. The college adopts the adequate procedure for product development which includes idea generation, product formulation, standardization and testing and product launching under the guidance of competent staff. Following initiatives have been taken up by the college to make the students Atam Nirbhar:

? Installation of the Swavlamban window in the college premises:

Swavlamban window recently established in the college which is first of its kind and unique feature of the college, funded by Small Industrial Development Bank of India provides an excellent platform to students where they can display and sell their exquisite handmade products. With this window student of all departments has obtained an opportunity to show and sell their different products.

? Organizing vaious melas and exhibition:

Students are given full assistance to prepare, produce, sell and nurture their micro-enterprises by exhibiting and selling their items invarious college exhibitions like, Swavlamban Mela, Rakhi Mela, Diwali Mela, Karvachauth Mela and Big Gala Home Science Fest whereas underlying theme for all these activitiesremainEarn While You Learn.

? Promoting Digital platforms for honing professional and entrepreneurial skills:

The college conducts various skill enhancement and capacity building workshops, webinars, demonstrations, virtual visits, awareness campaigns. Students are encouraged to participate in various competitions during the academic session by exploring the various digital means on various platforms like Facebook, Instagram, YouTube, Telegram, Whatsapp etc.

? Boosting Start-up culture amongst students

The various budding entrepreneurs are already running their startups successfully. Approximately 30 students from B.Sc. final year and postgraduate classes are running their online startups and earning a handsome amount of money by producing innovative products. They are able to establish themselves as dieticians, counsellors, fashion designers, product developers etc.

? Strengthening academia-industry linkages:

Various MoUs from different agencies namely NGO- Open Eyes foundation Kanya Maha Vidyalaya, Jallandhar, Bassi Pathania, Chandigarh Institute of Hotel Management, are signed with the college to strengthen and exchange expertise in the fields of health and nutrition, textiles, interior designing. College organized students' online as well as offline internships programs, and motivational talks from various experts of industries to provide pre-requisite exposure to the students.

To sum up by developing and polishing the skills of students, college is making them self-reliant.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.

? Weblinks and news coverage to be included

? https://www.instagram.com/invites/contact/?i=1rqj2zrukn6zw&utm_content=i84thd0

? https://www.instagram.com/invites/contact/?i=1h48trpj4p6cx&utm_content=gle605k

? https://instagram.com/the_crafty_crafter08?igshid=1spsj1876l8hx

? https://instagram.com/handmade_craft_store?igshid=1u7u5f875h68p

? https://instagram.com/deli.ciousdelicacies?r=nametag

? https://instagram.com/unboxing_sweetness?igshid=dn3epzilu4xr

? https://instagram.com/bubble_veda?igshid=13paxvfwyczex

? https://instagram.com/as_treasures?igshid=6cnd5j5t03ps

? https://www.instagram.com/nearbybazar?r=nametag-

? https://www.instagram.com/rubina_bhullar99/?hl=en

? https://instagram.com/malik_jasmine_?igshid=3n2n70dw1hd5

? https://www.instagram.com/invites/contact/?i=1qr6a4ym2a57y&utm_content=97fxawa

? https://www.instagram.com/fitness_centre_24

? https://www.instagram.com/azadcouture

? https://instagram.com/desigems?utm_source=ig_profile_share&igshid=as7rfcaqb90a

? https://www.instagram.com/to_fha/

? https://www.instagram.com/to_fha/

? https://www.instagram.com/arts_villa00/

## 6. Problems Encountered and Resources Required

Pleaseidentifytheproblemsencounteredandresourcesrequiredtoimplementthepractice(inabout 150words).

Covid-19 a challenge to invite social gathering at large scale. More resources in terms of human and non human, should be made available to higher educational institutes for smooth implementation of government initiatives and complete success at the grass root level.

## 1. Notes(Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practicein other Institutions (in about150 words).

Any other information regarding Institutional Values and Best Practices which the university would like to include.

## Best Practice 2

## 1. Title of thePractice

Thrust on Nutrition, Health and Fitness

## 2. Objectives of thePractice

What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?

? To sensitize masses especially the vulnerable groups, about nutritious and healthy, locally available food to transform the society's food systemin order to ensure safe, healthy and sustainable food for all in sync with Poshan Abhiyaan launched by the Government of India.

? To generate awareness on the need for physical fitness among young women with the view to make fitness an integral part of their daily lives in sync with the government key initiatives.

? To encourage a focus on mental and psychological well being to achieve a state of complete health and well being.

## 3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

The inactive lifestyle and stressful environment due to Covid-19 restrictions have become a great challenge to spread awareness amongst the masses about fitness and a healthy lifestyle through physical activity. To carry out these initiatives with mass gathering was a challenging task during the pandemic Covid-19 situation. A digital platform was adopted to help spread awareness. But implementing these objectives, resource mobilization amongst students and engaging of masses at a larger level remains a challenge. Demonstrations on healthy recipes, yoga sessions etc. were all conducted online but the reach, impact and vision of these activities were not as desired. Nonetheless, the institute made the best use of available resources and infrastructure and worked diligently in supporting the government's key initiative through observing Poshan Maah and Fit India Movement.

## 4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

College consistently makes efforts to make students as well as teaching and non-teaching staff healthy and fit by organizing Poshan Abhiyan and fitness-related activities. Details of these activities are as follows:

? Poshan Abhiyaan

The college actively observed Poshan Abhiyan and its theme "HarGhar Poshan". In this regard, many activities were conducted. Under plantation drive, different medicinal plants and herbs are planted on the college campus every year. All these herbs find an important place in our diet due to their medicinal and therapeutic properties. Various awareness sessions on nutrition education mainly focused on the significance of consuming a healthy, nutritious, well-balanced diverse diet are organized.Nutrition and Lifestyle Management during COVID -19" funded and supported by National Commission for Women with the aim to sensitize underprivileged women and the public at large. Various recipe and slogan writing competitions are organized to highlight the nutritional requirement to ensure a healthier future.

? Fit-India Movement:

To promote and support the Fit-India movement college consistently makes efforts through offline as well as online platforms. In this regard outdoor gym equipment were purchased to keep in sync with the national scheme of the Fit-India movement and to ensure the all-round physical development of students. The college has taken the following various initiatives to sustenance the Fit-India movement to generate awareness regarding a healthy body and sound mind:

? A one-week Yoga Program was organized at the college. NSS volunteer, teaching and non-teaching staff and fourth class workers also participated in various sports activities to keep themselves fit. Through the practical demonstrations of multiple asanas such asPranayam,Kurmasana, kursiasana, students are informed about the physical and psychological benefits of yoga in day to day life

? The college organized variousonline workshops, sessions and webinars on mental health. Some of them were 'Grow through what you go through', 'Internet to Inner-net', 'Mind management with yoga', 'Invest in your mental health' for the staff and students of the college with an aim of reducing stress, embracing positivity.

? A cycle rally was organized to spread awareness on the importance of physical activity.

5. Evidence ofSuccess

**Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.**

**? https://www.homescience10.ac.in/**

**? https://www.homescience10.ac.in/news-events**

**? https://www.facebook.com/Govt-Home-Science-College-Chandigarh-102325928229674/**

**? https://instagram.com/ghsc.10?utm_medium=copy_link**

**6. Problems Encountered and Resources Required**

**Please identify the problems encountered and resources required to implement the practice (in about 150 words).**

**? Covid-19 a challenge to invite social gatherings at a large scale.**

**? Achievement of UN sustainable goals requires smooth coordination between the college and government/non-government agencies in terms of financial resources and infrastructure. Permissions must be required to conduct the awareness rallies, campaigns, street shows etc. from the respective authorities.**

**7. Notes (Optional)**

**Please add any other information that may be relevant for adopting/ implementing the Best Practice**

**in other Institutions (in about150 words).**

**Any other information regarding Institutional Values and Best Practices that the university would like to include.**

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://homescience10.ac.in/best-practices |
| Any other relevant information | **Nil** |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The institute focuses to empower women into a Atam-Nirbhar Nari. Students learn and build capacity in life skills through academics and curriculum implemented in the institute. These life skills lead to Personality enrichment, Entrepreneurial development, Language skill development and Managing abilities of the students. The life skills taught in the institution and hands-on training via demonstrations, cafeterias, diet clinics, counselling practice, field visits, internships, fashion shows, event management as well as interior management enables students to nurture skills for entrepreneurship. The placement cell is constantly working to assist the students in start-ups and securing employment opportunities. The entrepreneurs of the institute relentlessly serve society through their improved products, businesses and strategic considerations.

Students are provided with the platform to expand their network with government as well as non-government organizations. To begin with in-house marketing through the Swavalmban Window, Annual Home Science Fest and social platforms such as Whatsapp, Facebook, YouTube, Instagram are used to sell their products. The institute provides a common platform where all the stakeholders viz. employers, industries, alumni, teaching and non-teaching staff, non-government organizations and government functionaries along with the common mass is benefited.

Hence, such initiatives provide equal learning opportunities to all stakeholders especially women which leads to an empowered nation.

| **Part B** |
|---|
| **CURRICULAR ASPECTS** |
| **1.1 - Curricular Planning and Implementation** |
| 1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process |

**Govt. Home Science College is a pioneer college of Panjab University, in the field of Home Science, and follows a predetermined syllabus set by the parent University. The college innovates within these established academic structures for the holistic development of the students. Academic processes are streamlined, with timetables, workloads and other supporting administrative tasks prepped well in advance of the teaching sessions. Our teachers regularly update their knowledge through active involvement in Research and Faculty Development Programmes. The college employs a technologically enabled infrastructure for everyone to enrich the teaching-learning process. The teachers utilize the International and National journals, reports, books etc as well as e-resources in the library to strengthen the teaching-learning processes. The Time-Table Committee of the College prepares a master time-table that distributes subject classes, contact/tutorial classes and practical classes effectively. Class representatives are given the responsibility of providing information about the problems faced by the students to the Teacher-In-Charge. Catering to the requirements of the slow learners, remedial are held regularly. To overcome the challenges posed by the COVID-19 pandemic, the faculty members used different digital modes like Google meet (meet.google.com), Google Hangouts to ensure the academic requirements of the students. PPT's, as well as E-Content, are uploaded on the college website to provide easy accessibility of resources to the students.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File]() |
| Link for Additional information | **Nil** |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Govt. Home Science College follows the Academic Calendar issued by the Panjab University at the beginning of the academic year. It clearly delineates a schedule for teaching, examination, semester break and vacations to be followed strictly for teaching and administrative processes. The college also prepares its own calendar of events and activities before the commencement of the Academic Session and the same is communicated to all. For transparency of functioning, both the University and the college academic calendars are placed on the college website.

As part and parcel of the continuous internal assessment process, class tests, assignments and presentations are scheduled as per the given academic calendar. Students are also informed beforehand about the deadlines of their respective assignments of various courses. They are encouraged to seek guidance from teachers during the designated tutorial slots. The mentor-ward periods are created especially to supplement this kind of academic framework with the extra-academic support that the students might require. The institution's approach is oriented to suit the learner's pace, ensuring the mitigation of any pressure on the students. Mid-Semester Break, a week-long break offered by Panjab University, is utilized for fieldwork, project work, excursions, industrial visits, etc. which form an integral part of CIE. This allows for students to recuperate and yet enhance their worldviews through innovative learning methodologies.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File]() |
| Link for Additional information | https://puchd.ac.in/includes/documents/2021/revised-academic-calendar-2021.pdf |

| | |
|---|---|
| **1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/** | A. All of the above |

| **Diploma Courses Assessment /evaluation process of the affiliating University** | |
|---|---|

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

## 1.2 - Academic Flexibility

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

## 1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

0

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | No File Uploaded |
| Institutional data in prescribed format (Data Template) | No File Uploaded |

## 1.2.2 - Number of Add on /Certificate programs offered during the year

## 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

0

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | No File Uploaded |
| List of Add on /Certificate programs (Data Template ) | No File Uploaded |

## 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

0

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | **No File Uploaded** |

## 1.3 - Curriculum Enrichment

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

The curriculum encapsulates as well as integrates the pressing issues such as gender, human values, environment and sustainability in the courses offered by the institute.These are prescribed by the University in different courses and for different semesters.

The following courses highlight Gender, Human Values and Professional Ethics, Environment and Sustainability

- Theoretical Perspective in Child Development1
- Theoretical Perspective in Child Development2
- Socialization in various Family Contexts across different Cultures
- Guidance and Counselling across the Life Span
- Theories of Development Psychology
- Women Empowerment
- Law, Policy and Program for Children& Women
- Development in Adolescent
- Children at Risk
- Interior Design and Resource Management-I
- Interior Design and Resource Management-II
- Sustainable Buildings
- Building Materials and Construction Techniques I and II
- Historic costumes

Theoretical perspective in Child development teaches principles of moral reasoning, social etiquettes and emotional development based on scientific theories in the syllabus. The subject of Women Empowerment instils qualities of responsibility and gender equality. The curriculum of Interior Design & Resource Management effectively integrates cross-cutting issues relevant to the environment and sustainability and also aim at creating awareness and increasing sensitization of the public at large towards maximum utilization/ management and conservation of

renewable and non-renewable resources by oberving various national and international days related to environment and sustainability. On the similar line, course, Historic Costume touches the part of conservation and importance of clothing and textiles. The emphasis is given on the use of natural fibers, organic dyes and best out of waste practices to achieve five R's of sustainability. The paper entitled "Environment, Road Safety, Education, Violence against Women & Children and Drug Abuse", which is a compulsory subject for all Under Graduate students also imparts above said values.

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

## 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

**10**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | **No File Uploaded** |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

## 1.3.3 - Number of students undertaking project work/field work/ internships

**123**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

## 1.4 - Feedback System

| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | **B. Any 3 of the above** |
|---|---|

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://homescience10.ac.in/stackholders-feedback |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | **No File Uploaded** |

| 1.4.2 - Feedback process of the Institution may be classified as follows | **B. Feedback collected, analyzed and action has been taken** |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| URL for feedback report | https://homescience10.ac.in/stackholders-feedback |

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

## 2.1.1 - Enrolment Number Number of students admitted during the year

## 2.1.1.1 - Number of students admitted during the year

**553**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Institutional data in prescribed format | View File |

**2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**

**2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

**524**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of seats filled against seats reserved (Data Template) | View File |

**2.2 - Catering to Student Diversity**

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

**The learning abilities of students are assessed through class tests, assignments, projects, and power point presentations. Evaluation is also done on the basis of peer discussion, brain storming sessions, displays, exhibitions and survey. The college organize various activities like workshop, seminars, visit to industries to focused around value based learning, women empowerment, skill enhancement and entrepreneurial development. Students are motivated to participate in Inter and Intra college competitions, workshops, seminars and discussions for confidence building and their overall holistic development. The active support to the students goes a long way in their progression and learning productivity is ensured through various teaching pedagogies. The students feedback is conducted annually which brings about improvements in different aspects of teaching and student teacher relationship. Slow learners are helped through assistance by the teachers as and when required by the students. The College has a tutorial period specially assigned for all the students and teachers in order to provide a platform for the students to discuss and solve any queries, problems related to academic and non-academic issues. Extra**

**efforts are made by teachers for slow learner so that they can do better in their field.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

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

| Number of Students | Number of Teachers |
|---|---|
| **553** | **36** |

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |

## 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

**Institution follows a student-centric teaching methodology that focuses on imparting personalized, engaging, competency-based education that is not restricted to the classroom. Provisions such as Product Development, Market Survey and its Presentation, Display Boards, Laboratory work, Internship, Dissertation, Educational field trip, Industrial Visits are an integral part of the curriculum of all courses offered, to give students experiential and participative learning experience. Additionally tools and techniques like Workshops, Webinars, Demonstrations, Exhibitions, Inter-class Competitions, Public Awareness Campaigns, NCC and NSS Camps are adapted to encourage the students to 'learn by doing.' College organizes Home Science Fest annually to provide students with an opportunity to 'earn while they learn.' Students are guided to learn by reflecting on their experiences through activities like Annual Fashion Show, Diet Clinic, Cafeteria and Counseling Cell run by students with assistance from faculty. Students are made responsible for organizing various academic, cultural and co-curricular programs that inculcate in them problem solving skills; they receive practical and direct experience of negotiating difficult situations, and are trained as capable, competent and accomplished individuals. Thus, the students are**

**actively engaged in the learning process to become an active and informed learner.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Link for additional information | **Nil** |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

**Number of Teachers on Roll**

**Number of teachers using ICT (LMS, e-resources)**

**ICT tools and resources available**

**Number of ICT enabled classroom**

**Number of Smart Classrooms**

**E-resources and techniques used**

**36**

**36**

**121**

**43**

**43**

**07**

**Teachers are combining technology with traditional mode of instruction to engage students in long term learning. Faculty uses various ICT enabled tools to enhance the quality of teaching-learning and to optimize the delivery of education, such as:**

**Projectors- available in classrooms/labs, lecture theatres**

**Desktops and Laptops- available in Computer Lab, Staff room**

Printers, Scanners, Photocopier machines- available at all prominent places over the campus

Seminar Room/ Lecture theatre/ Smart Classroom- equipped with all digital facilities

Auditorium- digitally equipped with mike, projector, computer system, screen, etc.

Online classes through Zoom, Google Meet, WebEx, etc.

Google classroom is used to manage and post course related information- learning material, quizzes, lab submissions and evaluations, assignments, etc.

Power point presentations enabled with animations and transitions prepared and used by faculty members for effective content delivery

Workshops, Webinars, Seminars, Demonstrations, Guest lectures are organized using online platforms

Online designing tools like Canva, InShot etc. are used to create video lectures and upload in appropriate platforms for students to use as extra learning resources.

Assessment through online quizzes and polls through Google Forms are regularly conducted to record the feedback of the students

Online competitions and presentations are regularly organized using ICT tools

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | No File Uploaded |

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

## 2.3.3.1 - Number of mentors

**36**

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | **No File Uploaded** |
| Mentor/mentee ratio | View File |

**2.4 - Teacher Profile and Quality**

**2.4.1 - Number of full time teachers against sanctioned posts during the year**

**36**

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | **No File Uploaded** |
| List of the faculty members authenticated by the Head of HEI | View File |

**2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**

**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

**15**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

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

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

**398**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | [View File](#) |

### 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

**Government Home Science College is bound by the Panjab University for rules and regulations regarding syllabi, examination and Internal Assessment. The breakup of Internal Assessment as prescribed by the University is mentioned in the scheme of studies. The criterion is objective and transparent devoid of any bias on the part of the teacher which follows comprehensive, and continuous internal assessment system. The college has a precise and clear internal evaluation process. 5% to 10% marks in each paper are awarded through internal assessment while the remaining 90% marks are awarded on the basis of performance of students in semester-end examinations. Orientation Programme to all the First year students is held in the beginning of session whereby students are made aware of the all scheme of studies, evaluation process and university rules and regulations. The basis for internal assessment is described on the college website and in the college prospectus. Students are also informed about the criteria for internal assessment and continuous evaluation during the departmental orientation programme. The internal assessments for each subject are uploaded periodically on the University portal (https://ugexam.puexam.in/ and https://pgexam.puexam.in/ ) when it opens and the hard copies are sent to the university after rechecking.**

**Internal Assessment marks are awarded on the basis of online attendance, assignments, presentations, terminal examinations, projects and overall participation of student in extracurricular activities. Continuous evaluation is incorporated into teaching plans which encourages the student to study systematically throughout the semester and provides**

opportunities to the teacher to know the progress of the student. The course curriculum of B.Sc. and M.Sc. of our college is robust. Teachers mostly assign innovative projects, field work and assignments to students to develop their creative skills and to engage them in critical thinking and problem solving. Internal/Terminal examination is conducted as per the examination schedule provided by the University.

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Link for additional information | https://ugexam.puexam.in/ |

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

Government Home Science College is a constituent college of Panjab University and therefore it follows the guidelines set by the University for the conduct of examinations. The college has a central Internal Examination Committee, which undertakes necessary measures to ensure objectivity and transparency in the process. The rules and guidelines for internal examination is described on the college website and in the college prospectus. Notifications are displayed prominently on the college website and on the college students notice boards to communicate information related to internal examination to students. At the end of each semester, there is a final exam which is uniformly conducted for students across all the constituent colleges of Panjab University. The students are shown their answer sheets of terminal examination after evaluation and the answer sheets of internal class tests, assignments and project reports are discussed with students after evaluation. Parity in marks awarded to students is maintained. Students are given enough time to claim concessions in attendance on medical grounds and for participation in extracurricular activities. After such rigorous scrutiny, the records are uploaded on the University website. The final examination and internal assessment (IA) is exhibited on the notice board and uploaded on the university portal and rechecked and then the hard copy is sent to the university. Students have the opportunity to see their answer sheet after evaluation and discuss their answers with the teacher and hereby ensuring transparency of the system. The students may raise their grievances regarding the marks awarded to them with the faculty concerned. In rare cases if students' grievances

are not addressed satisfactorily, students are free to approach the head of the department for redressal. Intervention by the Head of Institution can be sought in extraordinary cases. In certain cases, if any discrepancies are noticed between marks awarded to students by teachers and those entered in the mark sheets prepared by the University, the college assists the students in getting such errors rectified. If any error is detected the discrepancy is removed.

The college follows integrated examination platform with the Panjab University. The registered courses are centrally managed to prepare the data sheets for time table, students list, room wise allocation, invigilators list and attendance sheets. Time tables are displayed on the notice boards as well as in college website. The date sheet is made in college and sent to University for approval. The examination process is looked after by centre superintendent, deputy superintendent and assistant superintendents. The answer sheets are distributed room wise along with question papers and attendance sheets to the invigilators. After examination the answer sheets are collected by the invigilators and submitted to the Controller of Examinations (COE) for further compilation and declaration of results. Any grievances regarding question paper, marks allocation and syllabus disparity is addressed to board of studies committee of the college. Hence the College employs a robust multi-tiered mechanism to ensure transparency and objectivity in dealing with grievances related to internal examinations.

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Link for additional information | Nil |

## 2.6 - Student Performance and Learning Outcomes

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

All the programmes offered have an inter disciplinary approach that caters to the present day requirements of education. In Clothing and Textiles, students undergo various design concepts, theories and computer applications for a wide variety of careers with entrepreneurial skills and placements in apparel and textile industries. Foods & Nutrition department

lays emphasis on courses aimed to develop skills related to planning and preparation of customized therapeutic diets and lifestyle counseling, clinical nutrition, public health nutrition, institutional food service management and food science in sync with industry - academia needs. The department of resource management aims at creating and adopting sustainability, conservation and efficient use of resources to achieve personal and family goals. The curriculum focuses on imparting students with the knowledge to enhance functionality, aesthetics and ergonomics of interior spaces. The department of Human development and family relations prepares students for careers in public and private service agencies. It lays emphasis on learning to help individuals and family to understand needs, different developments, challenges, issues of concern and possible remedies or steps for different stages of human development and family relations. The communication mechanism ranges from e learning resources, lectures through power point presentations, field visits, exposure to workshops and seminars.

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional information | https://homescience10.ac.in/programe-course-outcome |
| Upload COs for all Programmes (exemplars from Glossary) | **No File Uploaded** |

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

To evaluate all programme outcomes, Panjab University guidelines are followed for evaluation. Mid semester examinations (theory and practical) are held once in each semester for both under graduate and post graduate classes. Students are awarded internal assessment on the basis of attendance, mid semester examinations, practical/project work, participation in class and college activities etc. The learning /grasping abilities of students are assessed through class tests, assignments, projects, and power point presentations. Evaluation is also done on the basis of peer discussion, brain storming sessions, displays, exhibitions and survey. Departments organize workshops, seminars, visit to industries

to help the students develop various skills. The outcomes are assessed by providing various platforms and skill building opportunities for the students through entrepreneurship melas, exhibitions and fests. Placement records are maintained which give a clear idea of the success of all the programs undertaken at the institution. The college also boasts of a number of start- ups initiated by the students.

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional information | https://homescience10.ac.in/startups-by-students |

**2.6.3 - Pass percentage of Students during the year**

**2.6.3.1 - Total number of final year students who passed the university examination during the year**

109

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | **No File Uploaded** |
| Paste link for the annual report | **Nil** |

**2.7 - Student Satisfaction Survey**

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

https://homescience10.ac.in/storage/pages/iqac-aqar/STUDENT%20SATISFACTION%20SURVEY%202021.pdf

**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 year (INR in Lakhs)**

**3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)**

**5948500**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| e-copies of the grant award letters for sponsored research projects /endowments | **No File Uploaded** |
| List of endowments / projects with details of grants(Data Template) | View File |

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

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

**11**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

**3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year**

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

**01**

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | **No File Uploaded** |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | **Nil** |

**3.2 - Innovation Ecosystem**

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

The subjects of Home Science includes the five major branches where students can use their creative imagination and start their Start-ups. Teachers always encourage and motivate the students to show and express their creativity in their respective classroom practical under Foods and Nutrition such as preparing healthy and therapeutic diets for various chronic health issues. In addition, students are encouraged to initiate their own start-ups in the form of developing innovative food products and further enhance their scale by delivering therapeutic diets to the customers. Innovative recipes are prepared under cafeteria which are primarily run by students. Students from textile and clothing department use their designing knowledge and skills in a very amazing styles through designing creative dresses, renovating the outdated dresses, preparing the different articles. Many students have started their own boutiques and working in fashion industries. Students from the background of human development running the counselling cells campus for staff, students and public free of cost related to socio-psychological issues. Students are using different counselling techniques to help the parents of community. Students of Family Resource Management showcase their talent in developing the interior accessories for decoration and improving the effective useof work space. Further, their community participation for extending the knowledge from classroom to fields related to social issues, ameliorating the social taboos and strengthening the women empowerment. Therefore, on a whole, this versatile course offers numerous avenues to use the creativity without any limitation to academics and render self sustenance.

| File Description | Documents |
| --- | --- |
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

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

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

**25**

| File Description | Documents |
|---|---|
| Report of the event | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| List of workshops/seminars during last 5 years (Data Template) | [View File](#) |

**3.3 - Research Publications and Awards**

**3.3.1 - Number of Ph.Ds registered per eligible teacher during the year**

**3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year**

**2**

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | **Nil** |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | [View File](#) |
| Any additional information | **No File Uploaded** |

**3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**

**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

**14**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of research papers by title, author, department, name and year of publication (Data Template) | [View File](#) |

**3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**

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

**4**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List books and chapters edited volumes/ books published (Data Template) | <u>View File</u> |

## 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 year

**The extension activities provide a launch pad for the holistic development of the various stakeholders. Through various presentations and orientation programs, the extension activities serve as a springboard to aspirants and help in mustering confidence among them. The active involvement of the students in the organization of various activities within as well as outside the premises of the college helps in strengthening the teacher-student communication outside the four walls of a classroom. Apart from providing them with a platform, the inputs given by the experts on their presentations would sharpen their ability to present their views in a cohesive and comprehensive manner. The issues raised during various activities are more or less related to the pertaining socio-cultural problems in the society at large. Therefore, the participation of the students in various literary activities expands their imagination to think beyond the conventional line of thought. The participation of the students in competitions like elocution contests, debate, essay writing, book review, etc. gives them an opportunity for self-expression. It also instils in the minds of the students the spirit of self-help, service sacrifice and cooperation. Even during the unprecedented COVID-19 pandemic crisis, the awareness campaign, lectures from the experts especially on the mental well being of the individuals were organized to provide much-needed support to the masses.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

**3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

**8**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of awards for extension activities in last 5 year (Data Template) | <u>View File</u> |
| e-copy of the award letters | **No File Uploaded** |

**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 organized in collaboration with industry, community and NGOs ) during the year**

**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., during the year**

**83**

| File Description | Documents |
|---|---|
| Reports of the event organized | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | <u>View File</u> |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted in**

**collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

**2684**

| File Description | Documents |
|---|---|
| Report of the event | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

**3.5 - Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

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

**111**

| File Description | Documents |
|---|---|
| e-copies of related Document | View File |
| Any additional information | **No File Uploaded** |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**

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

**7**

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | **No File Uploaded** |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

**The institute is spread over total area of 17 acres including built up area, lush green eco friendly campus. College boasts of adequate infrastructure and physical facilities for effective teaching learning and holistic growth of students.**

**I Classrooms**

- **Classrooms and Lecture Theatres on three floors are well ventilated, lighted, with proper furniture, equipped with ICT facilities, green/white boards**
- **Classrooms can accommodate about 50 students and LTs up to 120 students which are used for seminars, extension lectures, talks and presentations**

**II Laboratories**

**There are Well-equipped laboratories in various departments of college to impart practical knowledge & to conduct experiments.**

**III Computing Facilities**

**College building is fully Wi-Fi with Leased line BSNL fiber Optic (1:1) at speed of 100 Mbps.**

**IV Research Multimedia Centre, Conference Hall And Seminar Rooms**

**Well equipped with ICT facilities for students to interact and disseminate knowledge.**

**V Library-**

**Library with seating capacity of 200 students, consisting of-**

**-Main library**

**- Reference section**

**- Newspaper and Magazine section**

**VI Specialized Facilities to Supplement Teaching Learning & Research**

- **Chaitanya – A laboratory nursery school**
- **Cafeteria**
- **Diet Clinic**
- **Herbal and Fruit Garden**
- **Plant nursery**
- **Mini rose garden and cactus garden**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | **Nil** |

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

**College offers adequate, well maintained infrastructure and facilities for all indoor / outdoor activities which are being updated regularly since year of establishment (1967), upto 100% user rate.**

**Sports and Games**

- **Athletic track for various track events- 100m, 200m, 400m, 4X100m, 800m.**
- **Football, Volley ball, Net ball, Kho-Kho Courts.**
- **Outdoor/Open Air gym with all weather machines.**
- **Indoor gym ,treadmills, criss cross steppers**
- **Indoor Badminton hall with wooden flooring (SAI approved**

centre).

- Indoor Table tennis.
- Yoga sessions & aerobics exercises in college grounds, auditorium, gymnasium hall.
- Indoor games like carom, chess, Ludo etc.
- All field events like javelin throw, shot put, discus throw etc. and annual sports meet are held in well maintained sports field.


Cultural Activities

- Spacious, air conditioned, well lighted , fully equipped auditorium for all kinds of cultural and co-curricular activities
- Seating capacity of 300 persons, the auditorium has excellent acoustics, sound system with four speakers , amplifiers, mixer and microphones, projector , screen and electric sliding curtain
- One green room.
- For celebration of festivals - college lawns.
- College grounds for various exhibitions, street plays, art displays and photography competitions.
- Various clubs/ societies

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | Nil |

**4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.**

44

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | **Nil** |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

**4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)**

**4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**

**8526784**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template | View File |

**4.2 - Library as a Learning Resource**

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

**NIL**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional Information | **Nil** |

| | |
|---|---|
| **4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources** | **E. None of the above** |

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

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

**0.12193**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Audited statements of accounts | **No File Uploaded** |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

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

**1**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

**4.3 - IT Infrastructure**

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

**College building is fully Wi-Fi. The Wi-Fi facilities in the college were set up in March 2012 in the department of Computers. Thereafter Wi-Fi facility was extended to the whole college building. College is connected to the internet with Leased line BSNL fiber Optic (1:1) at speed of 100 Mbps. All**

the departments in the college are connected with LAN connection.

· College upgraded Leased line Fiber optic speed from 16Mbps to 100 Mbps vide letter no.96-DHE-UT-A2-8(6)18p.f./123 dated Mach 12,2021.

The institute boasts of state of the art Conference room /Seminar hall, Multimedia Resource Centre fully equipped with latest ICT facilities to promote digital teaching-learning and for smooth conduct of conferences, seminars, workshops etc.

· Committee room was updated with Conference System, Sound system and LED screen vide letter no.37-DHE-UT-A4-23(27)71-09/96 dated Mach 05,2021.

· Multimedia Research Centre was provided with Sound system and LED screen vide letter no.DHE-UT-A4-23(1)2018/958 dated June 07,2021.

· Conference room was updated with Sound system and LED screen vide letter no.90-DHE-UT-A4-23(1)2018/959 dated June 07,2021.

· Purchase of ADOBE Photoshop software (01key) for Academic use in the Department of Clothing and Textiles through M&S (2020-21).

· Kindle e-book Reader (6cm Electronic Display), in the Library through M&S plan.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

## 4.3.2 - Number of Computers

121

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| List of Computers | No File Uploaded |

| **4.3.3 - Bandwidth of internet connection in the Institution** | `A. ? 50MBPS` |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional Information | **No File Uploaded** |
| Details of available bandwidth of internet connection in the Institution | **No File Uploaded** |

**4.4 - Maintenance of Campus Infrastructure**

**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)**

**4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)**

**4814147**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Audited statements of accounts | <u>View File</u> |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <u>View File</u> |

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

- **A flexible policy is adopted by college to upgrade infrastructural facilities required for teaching and learning process. The laboratories are also improvised in sync with modifications in various courses offered by the institute. A special 'Infrastructure and Development Committee is constituted for the same. The institution approaches the Administration and UGC to seek various funds for its infrastructural enhancement.**

- **After getting requisite gradation plan from heads of various departments regarding their infrastructural and academic requirements, requisitions are sent to Director**

of Higher Education, Chandigarh Administration, for maintenance of college infrastructure. After preparation of rough estimated cost by concerned officials, the same is sent to DHE, office for the allocation of the budget.

- Modern equipment, tools, supplies are purchased out of M&S plans to upgrade laboratories by the purchasing committee.

- Adequate physical facilities are being used in teaching-earning process. Most of the departments have smart classrooms, smart boards, projectors, personal computers, printers and internet connectivity. College also has its own fully functional website.

- All purchases of college were carried out through Govt. E-market place (GEM) from session 2017-18 to ensure competitive market rates of different items and also provide transparency in the entire system of purchase.

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | **Nil** |

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

**5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**7**

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | *View File* |
| Upload any additional information | *View File* |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | *View File* |

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**

**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

**11**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | *View File* |

| 5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Link to Institutional website | https://homescience10.ac.in/news-events |
| Any additional information | **No File Uploaded** |
| Details of capability building and skills enhancement initiatives (Data Template) | *View File* |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

0

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

0

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

| | |
|---|---|
| **5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees** | **A. All of the above** |

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | **No File Uploaded** |

**5.2 - Student Progression**

**5.2.1 - Number of placement of outgoing students during the year**

**5.2.1.1 - Number of outgoing students placed during the year**

| 16 | |
|---|---|
| File Description | Documents |
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

**5.2.2 - Number of students progressing to higher education during the year**

**5.2.2.1 - Number of outgoing student progression to higher education**

| 73 | |
|---|---|
| File Description | Documents |
| Upload supporting data for student/alumni | View File |
| Any additional information | **No File Uploaded** |
| Details of student progression to higher education | View File |

**5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

| 2 | |
|---|---|
| File Description | Documents |
| Upload supporting data for the same | View File |
| Any additional information | **No File Uploaded** |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

**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 year**

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

**34**

| File Description | Documents |
| --- | --- |
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

**Direct and fair elections were held to select the student council members on 6Th september,2019, for the session 2019-20 and same was continued for the year 2020-21 because of the Covid-19 pandemic.Student council members enthusiastically participated in various events organized virtually during the Covid-19 pandemic such as seminars, talks, workshops and competitions. They also helped in organizing workshop on psycho social support for Covid pandemic condition, online textile heritage quiz, live workshop of painting inspired from Rogan Art, live session on textile conservation, workshop on ice cream making, live session on development of nutri garden and many more. The Council was actively involved in NCC/NSS activities during the pandemic. They contacted the students via whatsapp class groups/emails and got activities like NukkadNataks and competitions organized online .**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

## 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

## 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

**7**

| File Description | Documents |
|---|---|
| Report of the event | [View File](#) |
| Upload any additional information | **No File Uploaded** |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | [View File](#) |

## 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

**Since the establishment of the institution in 1961, the Alumnae is actively engaged in lending valuable inputs at various levels for the development of the institution. Our illustrious alumni consists of women from all walks of life ranging from public service, dieticians in hospitals, counsellors in schools and successful entrepreneurs in the field of fashion, food service and child care to being great home makers. To add a feather to its cap, not only many teachers, but many previous Principals are also a part of the alumni. The alumni organizes seminars, talks and live workshops time and again to motivate and inspire the students of the college to reach to greater heights. Besides this, Alumni members also participate in various welfare activities, cultural and literary programs of the college along with extending financial help for organizing**

recreational activities for the underprivileged children of Chaitanya- A Laboratory Nursery School in the college premises. General bodyalumni meetings and elections are held regularly which decide on various agendas to be undertaken under their aegis. The newly elected members of the Alumni Association are:

President: Dr. Poonam Thakur Aggarwal

Secretary : Prof. Reetinder Brar

Vice President: Mrs. Manisha (Chief Dietician)

Treasurer: Mrs. Manpreet Kaur

Executive Members: Dr. Harpreet Kaur

Dr. Neha Sharma

Mrs. Anila

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

## 5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

| File Description | Documents |
|---|---|
| Upload any additional information | View File |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 - Institutional Vision and Leadership

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

The motto of the college, "Knowledge for Service" aims to provide comprehensive value-based education for enabling students to help serve the society. Development of skills, character building and holistic development of students is the vision of the college whereas the mission is to provide quality education and strive for excellence, to enhance research and

develop innovative ideas to make the students self-reliant and attain higher standards of quality education. The principal is academic and administrative head of the institution and plays a multidimensional role. Both Principal and faculty consistently work towards fulfillment of vision and mission of the college. The Principal acts as a coordinating bridge between the Director Higher Education, Chandigarh Administration and college as well as Panjab University, Chandigarh. Before the start of the new academic session, the Principal along with the other faculty members discusses and works out all the details regarding admission and the next academic session. The Principal maintains proactive role in encouraging and motivating all the faculty members for overall academic growth and development of the college. Regular interactions of all the stake holders namely Principal, heads of departments, IQAC faculty, students, alumni and various committee members, are undertaken to discuss the present and future perspective plans of the institution for effective implementation of various plans and policies. The faculty is actively involved in decision making process. Periodic meetings are held and their recommendations are submitted to the Principal for arriving at related decisions for implementation subsequently. The faculty members, in the capacity of teacher representatives, are members of the various committees to meet the various goals set for academic session. The faculty updates and upgrades the academic knowledge of the students through the use of different teaching aids like power point presentations, discussions, interactions-both personal and group, case studies, organization of seminars, conducting workshops and organizing field trips. The faculty counsels the students about the importance of quality education and interacts with parents and students with respect to curriculum and employability and organized liaisoning of industry with academia and also takes initiative and organizes interaction with eminent research organizations, academicians, industrial organizations and contributes to institutional social responsibility. The faculty keeps abreast with the global education scenario, research in education and industry needs and suggests need based changes in curriculum from time to time. This ensures active participation of the dynamic learner, thereby making the learning process a fruitful and interactive exercise. Implementation of effective governance system and active participation of faculty at all management levels ensures the achievement of higher levels of growth, development, capacity building and empowerment of the students in particular, and college as a whole, in general.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

**The leadership by Principal is observed through decentralization and participative management of teaching and non-teaching staff.**

**Decentralization**

**Institution has a mechanism for decentralized governance system which is as follows:**

**1. Principal Level**

**The UT administration, Chandigarh, delegates all the Administrative and Operational decisions based on policy through Education Secretary followed by Director Higher Education to the Principal for the implementation of policies through various Committees under her chairmanship in order to fulfil the vision and mission of the institute. 2. Faculty Level**

**Faculty members are represented in various committees/Cells and encouraged to develop leadership skills by being in charge of various administrative, academic, co-curricular, and extracurricular activities including industrial tours and to have tie-up with industry experts and appointed as coordinator and convener for organizing seminars/workshops/conferences/Faculty Development Programs.**

**3. Student Level**

**A student council consists of various members elected democratically every year. They are part and parcel of every curricular and cocurricular activities and functions in the college which help them in developing leadership, responsibility and sense of involvement in the functioning of college. Council members further involve the students for execution of allotted duties.**

Participative management

The institute promotes a culture of participative management by involving the staff and students in various activities. Both students and faculties are allowed to express themselves of any suggestions to improve the excellence in any aspect of the Institute. The principal and staff members are involved in implementation of rules regulations pertaining to admission as per Panjab University. For the various programs to be conducted, all the staff members meet, discuss, plan and form various committees involving students for coordination. This is done at the following levels:

Strategic level

- Staff members are involved in conducting academic & non-academic activities and examinations in the college.

Functional Level

- Faculty members participate in sharing the knowledge by discussing different policy matters and their mode of implementation. Staff members are involved in preparation of annual budget of the institute.
- At operational level, the principal is the DDO (Drawing and disbursing officer) of the institute and incure all the financial expenditure. The principal is responsible for introduction of new programs and various welfare activities.
- The Principal of the institution is responsible for academic, non-academic and administrative activities of the institution.
- On behalf of the institution, principal interacts and corresponds with Director of Higher Education, UT Administration, Chandigarh, Govt. of India, UGC, Affiliating University, etc.
- All the staff members actively participate in implementing the policies, procedures, and framework in order to maintain and achieve the quality standards.
- Office staff is executing day to day support services for both students and faculties.
- Meetings of HODs and Staff are held periodically for discussing the issues and challenges, developmental aspect of the Institute. Thus, the institute encourages teachers, students, employers, alumni, staff, and class representatives to share their ideas, opinions,

suggestions through student feedback system, alumni meet, and other various committee meetings. The inputs received from various stakeholders of the institute are reviewed and considered for decision making.

Therefore, the team work headed by the college principal is visible in the various institutional practices.

The leadership by Principal is observed through decentralization and participative management of teaching and non-teaching staff.

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| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The college prepares strategic plan taking into consideration the vision, mission and objectives of the college. While strategic planning is done taking in to account the core values of the institution.

Core Values of our Institution are:

- Excellence in Teaching and Learning
- Involvement of all Stakeholders of the Institution in Decision-making
- Community Engagement
- Promoting Self employment
- Holistic Development of Students

The college has effectively utilized its resources and achieved the following goals

College as one stop shop during poshan maah, poshan pakhwada and and poshan abhiyan in totality

- The college acted as a one stop shop for addressing all needs of nutrition in terms of Human Resource, innovation, technical expertise for conducting awareness campaigns to masses.

Boosted start up initiatives and women empowerment

- The college in sync with goals of Atam Nirbahr Bharat aims to promote startups of its budding entrepreneurs. The college organizes exhibitions and various melas to

promote the sale of the products of these entrepreneurs. In this direction Swavlamaban Window has been established with the help of the grant of SIDBI. This window provides a platform for display and sale of innovative products of the students. The college students are running their digital startups and generating income out of it.

## Mapped college goals in sync with sustainable development goals/ global goals

- The college organizes various activities, exhibitions and co-curricular activities in consonance with sustainable development goals 1,3 and 5 of UN (2030 agenda). Efforts were made to work in direction of Eradicating poverty by empowering girls, Advertising Indian traditional Arts, supporting women artisans, promoting the wellbeing through advocating cheap nutritious food for vulnerable sections of population to commemorate 150 years of Mahatma Gandhi whose vision is still applicable till date.

## Skill Development and Linkages with Industry

- To ensure that students passing out from the College can be absorbed in the industry, the College has various professional, skill developing Degree//Diploma prgrams that give both theoretical and practical exposure to the students.

- Self-employment. The students with business acumen and interests are encouraged to understand entrepreneurship and to train themselves in the field. Workshops and opportunities to interact with entrepreneurs are organized. The students also get a feel of self-employment when they set up stalls at various college and city level events.
- Signing of MOUs with various reputed organization to promote mutual exchange with external organizations.

## Eco -friendly approaches - waste management

- The college has effectively utilized its planning strategy towards sustainable development initiatives. In this regard the college has developed herbal garden where various herbal plants are grown up. Also solar panels are installed in the college hostel.College environment club

- regularly organizes various activities that focus on creating awareness regarding environmental friendly practices among various stakeholders. Various Pits were dug near UG and PG hostels for segregation of wet and dry waste and then finally to make compost which is being used in college lawns
- The compost machine Purchased worth Rs. 5.85 lakhs under M & S plan was made functional to convert waste material to energy through composting.
- Awareness campaign cum demonstration drive was carried out by NCC Cadets regarding composting of Kitchen waste at Dainik Bhaskar Colony of Sector-25-D, Chandigarh on 3.9.2019.
- An awareness drive "Say No To Polyethene" was conducted in vegetable market, where vegetable vendors and customers were distributed cloth/ paper bags by the students to enhance its usage among masses.

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | **No File Uploaded** |
| Paste link for additional information | https://homescience10.ac.in/storage/pages/iqac-aqar/Minutes%20of%20IQAC%20Meeting%20%2004.06.2021.pdf |
| Upload any additional information | **No File Uploaded** |

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

**Education Secretary**

Education Secretary is overall incharge taking and implementing all crucial decisions and plans

**Director Higher Education (DHE):**

With Quality as an integral part of the College vision, it is ensured that it is inherent at each and every level. The College is governed by Director Higher Education, Chandigarh Administration, which sets the general quality parameters for all its colleges. It also ensures that all its colleges adhere to quality norms of the respective Universities to which they are affiliated.

The college is affiliated to Panjab University and various rules are framed by the university to govern academic activities.

The Principal ensures that these are implemented as per the local socio-economic and geographical conditions and aspirations of the stakeholders.

Principal: The duties of the principal are:

- General Administration of the college.
- General administration and overall supervision of teaching programmes.
- Supervision of student's welfare, health and security services.
- Supervision and guidance of teaching staff including organization of in-service education of staff.
- Responsibility for organizing workload of staff including teaching assignments.'
- Guidance and counselling of students.
- Administrative arrangements for students' field experience and teaching
- Recruitment of staff and admission of students.
- Responsibility for conduct of examinations.
- Supervision of living conditions of students in hostel.
- Maintenance of permanent records of students.
- Preparation of reports (College reports, progress reports).
- Review and revision of policies, rules, regulations & philosophy of the College.
- Performing public relations duties for the College.
- Procurement of College equipment's, supplies, stationery.
- Preparation of budgetary proposals.
- Supervision of hostel and office staff.
- Participation in the College's committee work.
- Participation in teaching programmes.
- Supervision of library services.
- Planning for development of the college.

IQAC: IQAC in any institution is a significant administrative body that isresponsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college.

Teaching: Teaching staff includeprofessional personnel directly involved in teaching students, including classroom teachers, special education teachers and other teachers who work with students as a whole class, in small groups, or in one-to-one teaching.

- HOD
- Professor
- Associate Professor
- Assistant Professor

Non- Teaching

- Administrative Staff

- Superintendent
- Clerk
- Helper

- Peon
- Sweeper

- Accountant

- Accountant Clerk

- Library

- Librarian
- Assistant Librarian
- Restorer
- Lab Attendant
- Helper
- Peon
- Sweeper

- Laboratory

- Senior Lab Attendant
- Junior Lab Attendant

Supporting Cell

- Campus Security

- **Security Officer**
- **Security Men**

- **Girls Hostel**

- **Hostel Superintendent**
- **Warden**
- **Clerk**
- **Watchman**
- **Helper**

- **Sweeper**
- **Peon**

- **Transportation**

- **Driver**

**Apart from it various committees are formed at various levels of implementation to take care of various interests of the stakeholders.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Link to Organogram of the institution webpage | https://homescience10.ac.in/organisation-structure |
| Upload any additional information | View File |

| 6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | View File |
| Screen shots of user inter faces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

## 6.3 - Faculty Empowerment Strategies

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

The Institution has effective welfare measures for the teaching and non-teaching staff. The institution ensures that adequate facilities are provided to its employees for their efficient functioning. The college always works towards the welfare of its employees that helps in maintaining efficiency, productivity, morale, safety and satisfaction of the staff.

Following are the welfare measures for teaching as well as non-teaching staff:

- Medical facilities: The institution has a small infrastructure for basic medical attention with a nurse to provide first Aid in case of any emergency. Medical expenses incurred are also reimbursed to all employees at prescribed rates.
- ICT Facilities: Computers are installed for use of all employees pertaining to academic and official requirements along with extended facility of speedy Wi-Fi connectivity.
- Diet Clinic: The Institution has made arrangement of Diet clinic in collaboration with faculty of food department which extends free of cost diet consultation to all the employees. The Diet Clinic initiated by Department of Foods and Nutrition provides free dietary physical and online counselling in the college campus. The main aim is to cater to nutritional needs of all sections of the society.
- Chaitanya Lab Nursery School: The institution has made arrangement of Chaitanya School for the research work of students and faculty. Special quota is there for

admission of children of staff members of the college.
- Counseling cell: Arrangements has been made for counseling by trained counselor for all the employees free of cost, whom so ever feels to be counselled.
- Leaves and Vacations: Institution provides leaves as stated

Regular teaching staff - 20 days Casual leave, 8 days earned leave and 20 days medical leave.

Non-teaching staff - 20 days casual leave for women and 10 for men, 15 days earned leave and 20 days medical leave.

Contractual staff- 12 days casual leave.

Apart from above said leaves, Maternity leaves benefits are extended to all employees as well as down rules.

Summer vacation of one month and winter vacation of 2 week is granted to all the teaching staff.

- Canteen facility: A Canteen has been introduced which facilitates healthy and hygienic variety of food stuff to all the employees as well as students.

- Duty leave: Provision for Duty leave has been extended to all the employees for attending meetings, seminars, workshops and conferences for professional development.

- Quality Improvement Programs: To keep the faculty members abreast with the progressive information and to add more expertise in their respective fields, In-house Seminars & Conferences are organized by various departments of the college

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

**6.3.2.1 - Number of teachers provided with financial support to attend**

**conferences/workshops and towards membership fee of professional bodies during the year**

0

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

2

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | **No File Uploaded** |
| Reports of Academic Staff College or similar centers | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

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

**10**

| File Description | Documents |
|---|---|
| IQAC report summary | **No File Uploaded** |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of teachers attending professional development programmes during the year (Data Template) | [View File](#) |

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

**Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words**

**This Institution follows a structured and well-defined annual appraisal system for their teaching and non- teaching employees. The performance of teaching and non-teaching is assessed by the principal on the basis of APAR Performa filled by the respective individuals annually and necessary action is initiated for improvements.**

**Teaching Staff:**

1. **As per the UGC guidelines, each faculty member has to fill a detailed Self-Appraisal Proforma constructed in accordance with API guidelines. On this basis, the Annual Confidential Report of every faculty member is prepared which is reviewed by the Principal. This report is based on certain significant criteria like the academic performance in terms of results, administrative functioning, and commitment to perform duty, research work undertaken, extra-curricular activities, innovation and resourcefulness. The process of self-appraisal by the faculty encourages and motivates the faculty members for self-review that leads to better performance by them.**
2. **All academic and administrative activities and pertinent information concerning the faculty are systematically and**

meticulously recorded in their respective service books.

3. The Principal engages with the faculty through regular staff meetings and interaction and assesses the working of the faculty. This form of mutual interaction on a regular basis is important for effective functioning of the staff. The continuous communication between the Principal and the teaching staff also helps to understand various challenges that can occur and thus helps in framing of resolutions.

4. The academic results of the college are compiled annually by individual faculty members for their own classes. Comparison of University results with the College result gives a fair idea to the Principal, Head of the Department and the concerned faculty about the academic performance of the College and scope for improvement.

5. The faculty takes individual feedback from students in terms of content-delivery, subject/concept clarity, pedagogic techniques, regularity, etc. with the aim of self-appraisal and accountability. The mechanism to receive feedback from the students acts as a credible blueprint for self-review and improvement.

6. Performance Appraisal System (PAS) such as CAS (Career Advancement Scheme) allows for self appraisal on a prescribed proforma designed as per UGC norms, through which promotions are considered.

Non-Teaching Staff:

1. All the non-teaching employees are required to fill the self-appraisal forms and their Annual performance appraisal Report is reviewed by the Superintendent. Its major purpose is to assess the performance of the employees in terms of duties undertaken by the employee, timely submission of planned work, proficiency in work and other traits such as, communication skills, analytical ability, etc.

2. All the administrative activities and pertinent information concerning the non-teaching staff are recorded systematically in their respective service books.

3. Each member of the non-teaching staff is assigned a specific set of duties and responsibilities. Performance appraisal is based on the competence, attainment and quality of the work performed.

The hostel warden is under the supervision and regulation of

the Principal who is chief warden also . The lab attendants and instructors are supervised and evaluated by their respective HODs. In case an issue arises, the Principal intervenes for resolution.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Institution has the provision to conduct external audit only.


External Audit:

Audit is an integral part of the financial transaction processing. Being a government institution financial audit is conducted as and when scheduled by the office of the Accountant General, Chandigarh as per government rules and regulation. The mandate of the audit includes all expenditure incurred by the institution, utilization of the procured item, maintenance of stock register. Transaction processing at Accounts department is the first level of control where all aspects of validating a transaction from budget provision, adequacy of requisition, supporting documentation, authorization and approval, vendor account history etc. are checked before entering a transaction in the accounting system. A well-established system is in place for recording every receipt and payment as per the rules and regulations framed by the College authorities. The accountant checks each aspect of control from adequacy of requisition, documentation, and authorization and approval perspective at each stage of transaction to ensure propriety of the payments. All the sanctions of funds are duly checked and approved by bursar and then further checked and verified by the worthy Principal. Later they are also verified by accountant and concerned team. All expenditure and related items are duly entered in to stock registers and sanction registers which are later audited by the external auditors. Funds received for NSS and societies of the college are audited by a Chartered

Accountant. This transparent and efficient mechanism of handling the finance and accounts enables the external auditors to analyze our performance through various audited statements. In the process if any objections are raised by the auditors in the financial statements, they are duly corrected/ rectified by the concerned departments. This external audit takes place annually on closing of financial year.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

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

0.79

| File Description | Documents |
|---|---|
| Annual statements of accounts | No File Uploaded |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Mobilization of funds

The College's major sources of funding are as follows:

- Fee collected from the students.
- Salary of the staff received from Chandigarh Administration.
- Various grants received from UGC,RUSA and Government Bodies like CREST,DST Chandigarh Administration ,SIDBI, Social welfare department Chandigarh Administration , Education department Chandigarh Administration ,SBI

- Funds received from Stakeholders, non-government bodies, individuals and Philanthropists.
- Funding from alumni donors

**Utilization of funds**

- Drawing and Disbursing officer takes care of proper disbursement and utilisation of the grants and funds received in the college.
- The Purchase Committee takes care that purchases are done properly and in accordance with the rules from the various funds allocated.
- Burser verifies each and every purchase and approves its utilization.
- Every deptt. prepares annual requirement of purchase for utilization of funds under M & S plan.
- To ensure the optimum utilization of resources, the Principal issues directions from time to time.
- The college also runs some courses on self -finance basis. For these courses we do not receive grant from the Govt. It is managed from the fees collected from the students.
- Some funds are allocated for social service activities as part of social responsibilities through NSS and NCC.
- Adequate funds are allocated for effective teaching-learning practices that include Workshops, Inter-disciplinary activities, exhibitions, field visits etc. that ensures quality education.
- Adequate funds are utilized for development and maintenance of infrastructure of the college.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 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

Yes, Internal Quality Assurance Cell (IQAC) was established in year 2010. The IQAC has made significant contribution in Institutionalizing the quality assurance strategies and processes. The IQAC has been constituted as per the format

prescribed by NAAC and its meetings are held regularly four times in a year. Quality enhancement is a continuous process of prime importance for our Institute. Quality assurance strategies and processes are framed and subsequently reviewed by the IQAC in its meetings. Due to the efforts of IQAC,s a number of initiatives have been taken including setting up of university R&D cell, entrepreneurship development cell, organizing national level seminars, talks and competitions every year etc.

The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The IQAC meets every quarterly to plan, direct, implement and evaluate the teaching, research and publication activities in the College. The sub-committees dealing with various activities and departments implement the IQAC guidelines and report the feedback.

Two examples of practices institutionalized as a result of IQAC initiatives and related to teaching learning quality are the following:

1. The College has prepared a Perspective Plan for the period of five years-commencing from the academic year 2016-2017 to the academic year 2020-2021 by taking into consideration the quality indicators of Seven Criteria determined by NAAC. In the preparation of the Perspective Plan, the Internal Quality Assurance Cell (IQAC) of the College has taken initiatives. Inputs from all stakeholders, their expectations, management policies and goals and objectives of the College are considered as a base for formulation of the perspective plan. The draft of Perspective Plan is discussed, reviewed and approved in the Local Internal Committee of the College. Every year IQAC devises a yearly Perspective Plan in the beginning of the academic year and also gives an account of the outcome achieved at the end of the academic year.

2. Feedback from all the stakeholders and the recommendations of the IQAC are taken into consideration and innovations are incorporated in further perspective plans. Student feedback mechanism, self-appraisal by teachers, introduction of teachers training programmes, faculty improvement programmes, encouragement to teachers for research are some of the measures taken for quality sustenance and enhancement as a strategy.

The students helped with explaining admission procedure and about various courses available. The feedback from parents was excellent for this student initiative The alumni association organizes get together for students and teachers. Alumni were also involved in arranging various talks and workshops.

The above examples demonstrate the significant contribution of IQAC for Institutionalizing quality assurance strategies in teaching learning.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities. The two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC

1. The excellent ICT facilities provide a strong platform for blended / online learning for the students. The entire faculty of the college is allocated its coursework well in advance. The faculty then prepares the required PPTs and other reference materials like videos, e-resources material, to be used in teaching. The study materials are uploaded on google classroom which can be accessed by the students at any time. This practice is also immensely helpful to slow learners as they have relevant material available 24x7 helping them catchup with any deficiency or weakness.

2. Students are encouraged to take up social causes and create awareness through NSS, NCC, Social cell and individual departments. The IQAC sees that all committees inspire the students towards social activities and it is noteworthy to mention here that the student's involvement is remarkable. They suggested that the senior students

should be a guiding force for the juniors. Senior
students guide the junior students during department
festivals, and the alumni association is also active in
the College.

Students contribute to the efficient functioning of IQAC by
providing feedback on the teaching learning process regularly.
The students organize various departmental festivals that
inculcate in them the College quality policy, bsuilding a
harmonious work culture and motivating everybody to contribute
the best.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

| **6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)** | B. Any 3 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | https://homescience10.ac.in/iqac-aqar |
| Upload e-copies of the accreditations and certifications | No File Uploaded |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

**INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Institute is equipped with a robust security system. Well trained and vigilant security guards are available round the clock. Security checkpoints are made available at all entry and exit gates. The Security guard at the main gate maintains a register to keep a record of all individuals visiting the college. 24 hour's surveillance is provided by CCTV coverage in the college premises. Furthermore, women helpline numbers are displayed on the college noticeboard and website. A full-time warden is appointed for both postgraduate and undergraduate hostels. Fire extinguishers are installed on every floor in the college as well as the hostel. The institute relentlessly works towards the promotion of gender equity through various curricular and co-curricular activities inside and outside the campus. Various committees such as anti-ragging, sexual harassment and grievance redressal cell monitor and address safety, security and social issues. Regular seminars are organized to spread awareness on social issues such as gender equity, women safety and legal rights, dowry, women health, cybercrime, cyber security and gender sensitivity. The college offers a comprehensive counselling system with two counselling cells providing guidance on nutrition and healthy eating as well as psychological well being. Common rooms provide personalized space for the students with an entertainment and recreation centre.

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | Nil |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | Nil |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy          Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient**

B. Any 3 of the above

**equipment**

| File Description | Documents |
|---|---|
| Geo tagged Photographs | [View File](#) |
| Any other relevant information | **No File Uploaded** |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

**The Institution has taken up various initiatives to maintain an environment-friendly campus by considering the management of degradable and non-degradable waste.**

**Solid waste management**

**The college has a compost making machine for making the manure from the kitchen waste. Blue and green dustbins are used to collect dry and wet garbage separately. Waste cement, cloth pieces, broken terracotta pots, redundant marble slabs and ceramic sinks are utilized as gardening accessories and various other things.**

**E-waste management**

**As per the direction of the Chandigarh Administration institute has disposed of the various e-waste recently. Further, the items which are not under the condition of repair are disposed of with the help of government and non-government agencies.**

**Liquid waste management**

**The College has a number of grounds and lawns to be irrigated. A huge quantity of water is required to irrigate them through a normal water pipe system. Institute uses the tertiary water for the irrigation supplied by the Municipal Corporation of Chandigarh.**

**Hazardous chemicals and radioactive waste management**

**Before draining the chemical waste generated in the various laboratories in the college are neutralized to the normal pH level and then disposed of through the sewerage system. Further, radioactive waste is not being produced in the**

**institution.**

| File Description | Documents |
|---|---|
| Relevant documents like agreements / MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | View File |

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

A. Any 4 or all of the above

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

C. Any 2 of the above

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

| **7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities** | `D. Any 1 of the above` |
|---|---|

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | **No File Uploaded** |
| Certification by the auditing agency | **No File Uploaded** |
| Certificates of the awards received | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

| **7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** | `B. Any 3 of the above` |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | [View File](#) |
| Policy documents and information brochures on the support to be provided | **No File Uploaded** |
| Details of the Software procured for providing the assistance | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

**The college sensitizes students towards cultural, regional, linguistic, communal and socio-economic diversities. An inclusive and harmonious environment to promote academic excellence, cultural enrichment and physical fitness is provided to students to build a multifaceted personality. Some of the major programmes organized by the college in this connection are the celebration of Fresher's Day through Talent Hunt &Teej Celebrations which helps create harmony amongst themselves as they belong to different backgrounds culturally, regionally, socio-economically and linguistically. As a part of regional and cultural diversity, students participate in various heritage competitions in Panjab University Zonal Youth Heritage Festival. Students also participated in a heritage walk to celebrate Art and Culture Festival organized by Chandigarh Administration. The college takes an initiative to celebrate all festivals such as Lohri, Diwali and Holi on the campus to inculcate a spirit of cultural belongingness. Communal harmony Week is enthusiastically observed to ensure a healthy atmosphere. Interactive sessions such as storytelling and puppet shows in regional languages are regularly conducted by the Department of Human Development and Family Relations to provide an inclusive environment towards regional and linguistic harmony. The Literary Society of the college provides a launchpad to the students wherein they can showcase their creative potentials and express their opinions and ideas. Consistent efforts are made to revive traditional art and craft through phulkari, khiddo, eeno, baagh, tokri, rassa, chikkoo making. Moreover, traditional foods like millets and other locally available foods are prepared.**

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

**To promote the sense of nationalism and sensitization among students and employees of the institution towards constitutional obligations, the college regularly organizes various programmes of national importance with the participation of staff and students with full zeal. On Independence and Republic Day, the Principal of the college hoists the National Flag in the presence of staff, students, NSS Volunteers and NCC Cadets. Pledge taking ceremonies are also conducted from time to time during Vigilance week, National Voter's Day and National Girl Child Day. The College commemorates International days of importance which have been established by the UN, UNESCO, WHO etc. in which NSS Volunteers participate wholeheartedly.The World Habitat Day was celebrated on October 5th, 2020 by organizing competitions like Slogan Writing, Academic Poster making and Awareness Video Making and on the theme "Housing for All- a Better Urban Future."**

**The major National days of observance every year includes Independence Day ( August 15 ), Republic Day (Jan 26) Martyr`s Day of Bhagat Singh (March 23 ), Vigilance Week Celebrations ( Oct 29 – Nov 03), Rashtriya Ekta Diwas ( Oct 31), Voter's Day ( Jan 26), ParakramDiwas ( Jan 23), Gandhi Jayanti (Oct 02), Teacher`s Day ( Sep 05).**

**Every year NSS volunteers celebrate Constitution Day on November 26 to sensitize the masses about their fundamental rights and duties. Through creative writing competitions, especially centred on human values and constitutional rights, students are sensitized regarding rights and their duties as responsible citizens.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | Nil |
| Any other relevant information | Nil |

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized**

**A. All of the above**

| File Description | Documents |
|---|---|
| Code of ethics policy document | No File Uploaded |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

**The following is the list of national and international commemorative days, events and festivals the institute celebrates every year and makes the students and faculty to participate.**

**? Celebration of International Youth Day gives an opportunity to celebrate and mainstream young generation' voices, actions and initiatives, as well as their meaningful, universal and**

equitable engagement. College organizes various activities like, collage making, poster making, essay writing.

? Independence Day marks the end of British rule in 1947 and the establishment of a free and independent Indian nation. Principal will hoist the flag and deliver speech highlighting about the significance of Independence Day to the students and teaching and non-teaching staff.

? Gandhi Jayantihonours Mahatma Gandhi's role in Indian Independence, Community, historical celebrations. Gandhi Jayantiis an event celebrated in India to mark the birthday of Mahatma Gandhi. It is celebrated annually on 2nd October. Institute celebrates Gandhi Jayanti every year and remembers the significant role played by GandhiJi.

? International Human Rights Day is observed on December 10 annually. The main aim behind celebrating this day is to improve the physical, social, cultural and spiritual well-being and welfare of the vulnerable group of people globally. Institute celebrates Human Rights Day and highlights the importance of Human Rights to students. Eminent Speakers are invited to deliver lectures on Human Rights.

? Republic Day the date on which the Constitution of India came into effect on 26 January 1950 replacing the Government of India Act (1935) as the governing document of India and thus, turning the nation into a newly formed republic. Institute celebrates the Republic Day every year. Principal will host the flag and deliver speech highlighting about the significance of republic day to the students and staff.

? International Women's Day is a time to reflect on progress made, to call for change and to celebrate acts of courage and determination by ordinary women, who have played an extraordinary role in the history of their countries and communities. Institutecelebrates International Women Day yearly. Students are encouraged to display their entrepreneurial skill and creativity through stalls and exhibition in college fest conducted on Women's Day.

? Earth Day is an annual event celebrated around the world to demonstrate support for environmental protection. Institute organizes various inter and intra-college competitions for highlighting the importance of environment.The day raises awareness about the environmental issues like global warming,

marine pollution, human over-population, protection of wildlife, and sustainable consumption. Institute organizes various inter and intra-college competitions for highlighting the importance of environment.

? Motive of celebrating International Yoga Day is to spreading growth, development and peace throughout the world, making people aware of physical and mental illnesses and providing solutions through yoga. It also aims to develop a habit of meditation for peace of mind, self-awareness which is necessary to survive in a stress-free environment. Institute encourages yoga activities and organizes workshops/yoga demonstrations on Yoga and its significance to students, faculty members and non-teaching staff.

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | No File Uploaded |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

## 7.2 - Best Practices

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

1. Title of the Practice

This title should capture the keywords that describe the practice.

Ans. Developing Swavlambi skills amongst the students in sync with the National campaign;

"Atam Nirbhar Bharat"

2. Objectives of the Practice

What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?

? Promotion of Skill-centric education in the institute to enrich as well as enhance the capacity-building capabilities among the students.

? To promote self-reliance and entrepreneurship as part of the learning programs of the students.

? With the consistent changes in the knowledge landscape around the world in terms of scientific and technological advancements, the institute strives to create a skilled workforce in tandem with the global demands.

? To develop and hone entrepreneurial skills amongst the young women and make them self-reliant.

? Providing practical training to empower women at personal, professional, social, entrepreneurial and economic fronts.

? To enhance the socio-economic status of women in family and society.

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

The institute consistently strives towards boosting entrepreneurial opportunities and making education meaningful, assimilative and skill-centric for the students. It provides adequate infrastructure and other related facilities to encourage the entrepreneurial startups of the students. However, these processes require infrastructural as well as financial support which becomes a stumbling block in the implementation of these endeavours. Resource mobilization amongst students remains a challenge. Moreover, the unprecedented COVID-19 pandemic further posed a challenge. To carry out these initiatives with mass gathering on the digital platform was a challenging task during the pandemic Covid-19 situation. Procedures and permission required to be taken from higher authorities is again a cumbersome process and take an ample amount of time.

4. ThePractice

Describe the practice and its uniqueness in the context of

India higher education. What were the constraints/limitations, if any, faced (in about 400 words)?

Ans. The college consistently aims to develop Entrepreneurial skills and boosts the startups of students in this direction. Many students are successfully running their own startups in the college. The college adopts the adequate procedure for product development which includes idea generation, product formulation, standardization and testing and product launching under the guidance of competent staff. Following initiatives have been taken up by the college to make the students Atam Nirbhar:

? Installation of the Swavlamban window in the college premises:

Swavlamban window recently established in the college which is first of its kind and unique feature of the college, funded by Small Industrial Development Bank of India provides an excellent platform to students where they can display and sell their exquisite handmade products. With this window student of all departments has obtained an opportunity to show and sell their different products.

? Organizing vaious melas and exhibition:

Students are given full assistance to prepare, produce, sell and nurture their micro-enterprises by exhibiting and selling their items invarious college exhibitions like, Swavlamban Mela, Rakhi Mela, Diwali Mela, Karvachauth Mela and Big Gala Home Science Fest whereas underlying theme for all these activitiesremainEarn While You Learn.

? Promoting Digital platforms for honing professional and entrepreneurial skills:

The college conducts various skill enhancement and capacity building workshops, webinars, demonstrations, virtual visits, awareness campaigns. Students are encouraged to participate in various competitions during the academic session by exploring the various digital means on various platforms like Facebook, Instagram, YouTube, Telegram, Whatsapp etc.

? Boosting Start-up culture amongst students

The various budding entrepreneurs are already running their

startups successfully. Approximately 30 students from B.Sc. final year and postgraduate classes are running their online startups and earning a handsome amount of money by producing innovative products. They are able to establish themselves as dieticians, counsellors, fashion designers, product developers etc.

? Strengthening academia-industry linkages:

Various MoUs from different agencies namely NGO- Open Eyes foundation Kanya Maha Vidyalaya, Jallandhar, Bassi Pathania, Chandigarh Institute of Hotel Management, are signed with the college to strengthen and exchange expertise in the fields of health and nutrition, textiles, interior designing. College organized students' online as well as offline internships programs, and motivational talks from various experts of industries to provide pre-requisite exposure to the students.

To sum up by developing and polishing the skills of students, college is making them self-reliant.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.

? Weblinks and news coverage to be included

? https://www.instagram.com/invites/contact/?i=1rqj2zrukn6zw&utm_content=i84thd0

? https://www.instagram.com/invites/contact/?i=1h48trpj4p6cx&utm_content=gle605k

? https://instagram.com/the_crafty_crafter08?igshid=1spsj1876l8hx

? https://instagram.com/handmade_craft_store?igshid=1u7u5f875h68p

? https://instagram.com/deli.ciousdelicacies?r=nametag

? https://instagram.com/unboxing_sweetness?igshid=dn3epzilu4xr

? https://instagram.com/bubble_veda?igshid=13paxvfwyczex

? https://instagram.com/as_treasures?igshid=6cnd5j5t03ps

? https://www.instagram.com/nearbybazar?r=nametag-

? https://www.instagram.com/rubina_bhullar99/?hl=en

? https://instagram.com/malik_jasmine_?igshid=3n2n70dw1hd5

? https://www.instagram.com/invites/contact/?i=1qr6a4ym2a57y&utm_content=97fxawa

? https://www.instagram.com/fitness_centre_24

? https://www.instagram.com/azadcouture

? https://instagram.com/desigems?utm_source=ig_profile_share&igshid=as7rfcaqb90a

? https://www.instagram.com/to_fha/

? https://www.instagram.com/to_fha/

? https://www.instagram.com/arts_villa00/

6. Problems Encountered and Resources Required

Pleaseidentifytheproblemsencounteredandresourcesrequiredtoimplementthepractice(inabout 150words).

Covid-19 a challenge to invite social gathering at large scale. More resources in terms of human and non human, should be made available to higher educational institutes for smooth implementation of government initiatives and complete success at the grass root level.

1. Notes(Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practicein other Institutions (in about150 words).

Any other information regarding Institutional Values and Best Practices which the university would like to include.

Best Practice 2

**1. Title of thePractice**

Thrust on Nutrition, Health and Fitness

**2. Objectives of thePractice**

What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?

? To sensitize masses especially the vulnerable groups, about nutritious and healthy, locally available food to transform the society's food systemin order to ensure safe, healthy and sustainable food for all in sync with Poshan Abhiyaan launched by the Government of India.

? To generate awareness on the need for physical fitness among young women with the view to make fitness an integral part of their daily lives in sync with the government key initiatives.

? To encourage a focus on mental and psychological well being to achieve a state of complete health and well being.

**3. The Context**

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

The inactive lifestyle and stressful environment due to Covid-19 restrictions have become a great challenge to spread awareness amongst the masses about fitness and a healthy lifestyle through physical activity. To carry out these initiatives with mass gathering was a challenging task during the pandemic Covid-19 situation. A digital platform was adopted to help spread awareness. But implementing these objectives, resource mobilization amongst students and engaging of masses at a larger level remains a challenge. Demonstrations on healthy recipes, yoga sessions etc. were all conducted online but the reach, impact and vision of these activities were not as desired. Nonetheless, the institute made the best use of available resources and infrastructure and worked diligently in supporting the government's key initiative through observing Poshan Maah and Fit India Movement.

**4. The Practice**

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

College consistently makes efforts to make students as well as teaching and non-teaching staff healthy and fit by organizing Poshan Abhiyan and fitness-related activities. Details of these activities are as follows:

? Poshan Abhiyaan

The college actively observed Poshan Abhiyan and its theme "HarGhar Poshan". In this regard, many activities were conducted. Under plantation drive, different medicinal plants and herbs are planted on the college campus every year. All these herbs find an important place in our diet due to their medicinal and therapeutic properties. Various awareness sessions on nutrition education mainly focused on the significance of consuming a healthy, nutritious, well-balanced diverse diet are organized.Nutrition and Lifestyle Management during COVID -19" funded and supported by National Commission for Women with the aim to sensitize underprivileged women and the public at large. Various recipe and slogan writing competitions are organized to highlight the nutritional requirement to ensure a healthier future.

? Fit-India Movement:

To promote and support the Fit-India movement college consistently makes efforts through offline as well as online platforms. In this regard outdoor gym equipment were purchased to keep in sync with the national scheme of the Fit-India movement and to ensure the all-round physical development of students. The college has taken the following various initiatives to sustenance the Fit-India movement to generate awareness regarding a healthy body and sound mind:

? A one-week Yoga Program was organized at the college. NSS volunteer, teaching and non-teaching staff and fourth class workers also participated in various sports activities to keep themselves fit. Through the practical demonstrations of multiple asanas such asPranayam,Kurmasana, kursiasana, students are informed about the physical and psychological benefits of yoga in day to day life

? The college organized variousonline workshops, sessions and

webinars on mental health. Some of them were 'Grow through what you go through', 'Internet to Inner-net', 'Mind management with yoga', 'Invest in your mental health' for the staff and students of the college with an aim of reducing stress, embracing positivity.

? A cycle rally was organized to spread awareness on the importance of physical activity.

5. Evidence ofSuccess

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.

? https://www.homescience10.ac.in/

? https://www.homescience10.ac.in/news-events

? https://www.facebook.com/Govt-Home-Science-College-Chandigarh-102325928229674/

? https://instagram.com/ghsc.10?utm_medium=copy_link

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

? Covid-19 a challenge to invite social gatherings at a large scale.

? Achievement of UN sustainable goals requires smooth coordination between the college and government/non-government agencies in terms of financial resources and infrastructure. Permissions must be required to conduct the awareness rallies, campaigns, street shows etc. from the respective authorities.

7. Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice

in other Institutions (in about150 words).

Any other information regarding Institutional Values and Best

Practices that the university would like to include.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://homescience10.ac.in/best-practices |
| Any other relevant information | Nil |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The institute focuses to empower women into a Atam-Nirbhar Nari. Students learn and build capacity in life skills through academics and curriculum implemented in the institute. These life skills lead to Personality enrichment, Entrepreneurial development, Language skill development and Managing abilities of the students. The life skills taught in the institution and hands-on training via demonstrations, cafeterias, diet clinics, counselling practice, field visits, internships, fashion shows, event management as well as interior management enables students to nurture skills for entrepreneurship. The placement cell is constantly working to assist the students in start-ups and securing employment opportunities. The entrepreneurs of the institute relentlessly serve society through their improved products, businesses and strategic considerations.

Students are provided with the platform to expand their network with government as well as non-government organizations. To begin with in-house marketing through the Swavalmban Window, Annual Home Science Fest and social platforms such as Whatsapp, Facebook, YouTube, Instagram are used to sell their products. The institute provides a common platform where all the stakeholders viz. employers, industries, alumni, teaching and non-teaching staff, non-government organizations and government functionaries along with the common mass is benefited.

Hence, such initiatives provide equal learning opportunities to all stakeholders especially women which leads to an empowered nation.

| File Description | Documents |
|---|---|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | **No File Uploaded** |

7.3.2 - Plan of action for the next academic year

**1. More continued exposure for budding entrepreneurs to exhibit and sell their items**

**2. Need more sale points (free of cost) for students' items in CITCO hotels and tourist areas**

**3. Starting of consultancy hub (paid) for skilled services**

**a) Diet Counselling- Our College One stop destination for all issues related to food & nutrition**

**? Therapeutic diets**

**? Lifestyle disorders**

**? Government programmes havingmid-day meal component**

**? Social development department for implementation of Poshan Abhiyan**

**? Promotion of recipes for general population using millets and locally grown foods**

**b) Apparel Consultation**

**? Uniform for school students**

**? Uniform for fire men**

**? Designing dresses for General population**

**? Medical textiles and UV protection fabrics**

**? Designing skin friendly attire**

**? Designing with sustainable fabrics**

**? Government programmes for conservation of textile heritage**

items

c) Consultation for Interior Decoration/Designing

Interior Decoration

? Interior furnishings

? Interior product development

? Development for product/ accessories

Interior Designing

? Space planning

? Floor designing

? Furniture designing

? Lighting

Others

? Green building/Sustainable building

? Event Management

d) Life Skill Counselling

? Life skills coaching for happiness & well-being

? Issues related to children, adolescents & elderly

? Government programmes for vulnerable groups

? Career/Vocational counselling

? Marital counselling

? Psychological counselling

? Therapies for behavioral disorders & stress

4. Strengthening academia-industry linkages and focus on exposure/visit of industries for practical knowledge

5. Thrust on 'Vocal for Local' in a big way related to all areas of Home Science

6. Continuously mapping college goals in sync with Government Key Programmes which includes AatmNirbhar Bharat, Skill India, Digital India, Make in India, Ek Bharat Shreshtra Bharat, AzadikaAmrutMahotsav, Poshan Pakhvada, Swacch Bharat Abhiyan, NashaMukt Bharat and UN Sustainable Development Goals.

7. Increased thrust on environment saving/friendly practices:

? Promoting the use of zero carbon & sustainable fabrics (Khadi, jute, silk)

? Promoting Indianhandlooms (zero carbon emission/no pollution)

? Reuse of fabric

? Compositing from waste

? Zero use of paper & plastic

? Increased use of solar energy

8. Promoting the use of nutri-cereals (Millets) in sync with GOI's proposal to UN FAO to celebrate '2023' as 'International Year of Millets' to reduce the incidence of lifestyle diseases

9. Tie-ups/MOUs with organizations and NGOs for mutual benefits

10.Striving for handholding support to budding entrepreneurs for:

? Skill building which further includes: Digital/Online Skills, Marketing Skills and Further Refinement of Skills

? Financial Help