

# **SELF STUDY REPORT**



**GOVERNMENT HOME SCIENCE COLLEGE**

**SECTOR 10, CHANDIGARH**

**(Re-Accreditation – Cycle –II)**

**SUBMITTED TO**

**NATIONAL ASSESSMENT AND ACCREDITATION  
COUNCIL**

### Declaration by the Head of the Institution

I certify that the data included in this Self – study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussion, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the Peer team visit.

*Madhu Kaul* Principal  
Govt. Home Science College  
Signature of the Head of the Institution  
with seal

Dr.( Mrs.) Madhu Kaul  
Principal  
Government Home Science College  
Sector – 10, Chandigarh.

Place: *Chandigarh*  
Date: *21.10.2015*

# CONTENTS

<b>1. Preface</b>	1
<b>2. Executive Summary</b>	
Part (a): Criterion Summary	3
Part (b): SWOC Analysis	12
<b>3. Profile of the Affiliated College</b>	14
<b>4. Criteria-wise Inputs</b>	
Criterion I: Curricular Aspects	29
Criterion II: Teaching - Learning & Evaluation	53
Criterion III: Research, Consultancy and Extension	79
Criterion IV: Infrastructure and learning Resources	109
Criterion V: Student Support and Progression	135
Criterion VI: Governance, Leadership and Management	154
Criterion VII: Innovations and Best Practices	195
<b>5. Post Accreditation Initiatives</b>	212

## 6. ANNEXURES

ANNEXURE I: NAAC Accreditation Certificate & Peer Review Report	224
ANNEXURE II: UGC 2(f)/12 (B) Letter	240
ANNEXURE III: Panjab University Affiliation Letter	241
ANNEXURE IV: Audit Report	242
ANNEXURE V: List of Faculty/ Departments Represented On The Board Of Studies	250
ANNEXURE VA: List of Faculty On Editorial Boards Of Journal And Magazines	253
ANNEXURE VB: List of Faculty As Members Of Various Academic Bodies	254
ANNEXURE VC: List of Faculty As Consultants	258
ANNEXURE VI: Functional Committees	259
ANNEXURE VII: List of Publications	260
ANNEXURE VIIA: Community Outreach And Extension Activities	304
ANNEXURE VIII: Institutional Master Layout Plan	307
ANNEXURE VIIIA: Annual Maintenance Contracts	308
ANNEXURE VIIIB: Route map to the college	309
ANNEXURE IX: Academic Calendar	310
ANNEXURE IXA: Annual Confidential Report Proforma	316
ANNEXURE IXB: Student Feedback Form	327
ANNEXURE IX C: Audit Para	328
ANNEXURE X: Plant Count area wise	329



## **PREFACE**

The Government Home Science College Sector 10, Chandigarh was established in 1961 and has steadily marched ahead in its journey of 54 years to become a pioneer institute with high academic standards. During this period it has carved a niche for itself in the field of home science education and made an important contribution to the education and empowerment of girls not only from the tri-city, but also from other states across the country. The College offers – B.Sc. in Home Science, B. Sc in Fashion Designing— M.Sc. Home Science in Clothing and Textiles /Foods and Nutrition/Human Development and Family Relations – Post Graduate Diploma in Child Guidance and Family Counseling/ Fashion Designing/Nutrition and Dietetics.

Our college had humble beginnings in a school building and was then shifted, to the present sprawling campus of 17 acres, in 1977. The campus is beautiful, serene, well maintained with landscaping, herbal garden, mini rose garden, cactus corner and a fruit orchard. Amidst this is a majestic college building with brick facade as envisioned by Le Corbusier for Chandigarh buildings. The auditorium-gymnasium-canteen complex and two hostel buildings, smart class rooms, well-equipped laboratories, computerised library with a compendium of books along with a section of rare books are some of the infrastructure that we can be proud of.

There is a limited faculty strength comprising of 21 regular faculty, 19 contractual and 13 resource persons out of which 18 are Ph.Ds. However, this does not hamper growth or progress in any way, as the staff is dedicated to the cause of intellectual and all around development of its students. There exists an exemplary teacher- student rapport in our college which we can rightfully boast of and which is one of our USP.

Skill development and knowledge enhancement are the focus of all the courses and the curriculum is designed accordingly. Most of the best home makers attribute their success to this feature of their Alma Mater which gives a unique dimension to their academic-social-emotional growth and development.

Our motto “Knowledge for Service” is the force behind all our endeavours be it curricular/co-curricular/extra curricular activities. We fulfil our social responsibilities to the hilt through a wide array of extension activities and dissemination of knowledge. The special focus is on the upliftment of the underprivileged through equipping them with skills for income generation activities, creating awareness related to health, nutrition, social responsibilities to name a few.

Research is an important component of the post graduate curriculum which enables the students to develop scientific temper, analytical skills and inquisitive and creative mind set for innovative ideas. An internship programme in the actual related industry as a mandatory part of the post graduate courses is another unique feature which provides hands on training in a real life work place step up. This exposure and experience is

invaluable as it goes beyond class room teaching and enhances knowledge and experience. Moreover, some of students are offered jobs on site which facilitates placement and strengthens academia industry liaison.

In consonance with the diverse nature of our courses, the placement avenues for our students also spread across a diverse expanse of industry/arenas, ranging from excellent home makers to smart, competent professionals. Our students are absorbed in the textiles industry handling operations such as marketing, merchandising, textile testing, fashion designing, export houses and multinational buying house operations. The Food and health industry (hospitals, gyms) employs our students as dieticians/nutritionists, nutrition diet counsellors and food product development operators and quality assessment experts. Some have even ventured into journalism in their related fields. The students qualified in Human Development and Family Relations get placement as counsellors, adolescent psychologists, special needs children educators, social workers, media developers in various Government and NGOs. Our curriculum and course also fully equips our students in the nuances of entrepreneurship/ self employment. Some of the areas where our students have successfully ventured are boutiques, block printing units, bakery, tiffins, personalised diet counselling, guidance and counselling.

We are conscious that in a dynamic and fast progressing society the educational institutions have to keep reinventing themselves to remain relevant for fulfilling the aspirations of the young generations. We continuously strive to anticipate and act in order to bridge the gap of skills and knowledge in the discipline of Home Science and allied fields so that our students are always well equipped to surge ahead on all fronts.

This self study report for re Re-Accreditation Cycle-II has been prepared as per the guidelines of NAAC to the best of our knowledge and information. This report is the result of consistent, co-ordinated, tireless effort of the entire team of teaching, administrative and non-teaching staff who have worked with enthusiasm and lived up to the values of intellectual rigor, institutional loyalty and passion for excellence. This exercise, in turn, helped us to review our work and rededicate ourselves to quality sustenance, self evaluation, planning for overall enhancement in the quality of teaching and learning.

The detailed profile and activities for our college are submitted herewith for the perusal of the NAAC Peer Team.

We look forward to the visit of the Peer Team for Assessment and Accreditation of our college.

Prof. Nirupa Marwaha  
Coordinator- NAAC Steering Team

Dr. Madhu Kaul  
Principal  
Government Home Science College,  
Sector 10, Chandigarh.

## **EXECUTIVE SUMMARY**

### **CRITERION I:**

#### **CURRICULAR ASPECTS**

The college curriculum represents the diversity of the disciplines that constitute our college community and the excellence of our education and guidance. It outlines degree courses at the undergraduate level in Home Science with specializations in Apparel and Textile Design, Dietetics, Interior Design Management, Human Development and Family Relations. The institute offers one self – financed program also in B.Sc. Fashion Designing. The Post-Graduate and the Doctorate level curriculum specializes in Foods and Nutrition, Clothing and Textiles and Human Development and Family Relations. All these courses reflect the academic mission and vision of the college. The college, lives up to its values of innovation, creativity, skill development, commitment and compassion. In order to ensure that the stated objectives of the curriculum are achieved, the college has developed a three tier mechanism of evaluation: through the Advisory committee of the college comprising senior faculty, at the departmental level and at the individual level to ensure standards of excellence at every step. The college, being affiliated to the Panjab University, Chandigarh conforms to the academic calendar defined by the university and syllabi which are formulated by the faculty itself keeping in view the latest trends, market demands and employability. A number of senior teaching staff are members of the Board of Studies (both at Under Graduate and Post Graduate levels) in the Panjab University. Many of our faculty contribute as paper setters/evaluators/subject experts/resource persons/panellists of the University and at National and International fora. The faculty substantiates traditional methods of teaching by liberally using interactive, audio-visual aids and all other gadget-based pedagogical techniques. This ensures active participation of the dynamic learner, thereby making the learning process a fruitful and interactive exercise. The university provides both procedural and practical support to the college. The faculty is facilitated by a conducive environment which promotes research, study and innovative teaching methods through the provision of spacious classrooms including smart classrooms, Local Area Network (LAN) connectivity, licensed softwares, computers and laptops issued to faculty members, a computerised user-friendly air conditioned library, laboratories for practical work, a seminar room, a conference hall and a State-of-art Auditorium to assist pedagogic efforts. Due efforts are made to strengthen knowledge and proficiency for higher studies and research. College curriculum helps in enhancing the personality development and soft skills of the students. Not confined to the conventional teaching methods, the quality of learning is enhanced by encouraging students to participate in group discussions, seminars, presentations and workshops. The curriculum tutors the students to respond subjectively as well as objectively to academic and practical experiences.

Holistic development of the students is facilitated through the concerted efforts of National Service Scheme (NSS), National Cadet Corps (NCC) and the various societies which organize workshops, camps, projects, visits, and educational tours at frequent intervals. The Placement Cell of the college also plays a pivotal role in organizing campus placement drives and in providing information about job vacancies, job-oriented courses/classes in the city and conducting training sessions to equip students with interview skills and other soft skills thereby improving their employability. The rights and privileges of women are also driven home for benefit of students. Feedback from students, parents, industry, alumni and other stakeholders regarding overall effectiveness of a teacher in knowledge transmission is also obtained to ensure quality sustenance and augmentation of standard of education to be imparted in future.

## **CRITERION II:**

### **TEACHING, LEARNING AND EVALUATION**

The college firmly believes in the fact that education is a powerful instrument of change and strives hard to reach the milestones. The college adheres to the reservation policy of the Chandigarh Administration under which 60% seats are reserved for candidates passing qualifying examination from UT Chandigarh/ Panjab University, Chandigarh and 40% seats are reserved for candidates from institutions outside Chandigarh.

The recruitment is made strictly according to the rules of Panjab University. The faculty is recruited by Union Public Service Commission as per the norms specified by the UGC and that of the Chandigarh Administration. The salary, medical and other benefits are admissible as per UGC norms and Punjab Government guidelines. To overcome the dearth of qualified faculty, resource persons are invited to take classes.

Internal Quality Assurance Cell (IQAC) of the college contributes greatly to improve the teaching learning process. The college follows the academic calendar of Panjab University for the respective academic session. The teaching faculty of the college combines traditional and modern methods for imparting knowledge and educating students on course content. The college also encourages its staff to update their knowledge resource through refresher courses, attending/ participating in conferences and faculty development workshops. Various skill oriented programmes, enrichment talks, workshops/seminars/extension lectures, personality development classes and other competitions are organized for the holistic development of students.

The students benefit largely from the counseling and mentoring provided round the clock by the entire faculty, which is the distinctive feature of the college. The students are also trained to become professional counselors and help society at large by becoming better citizens. The college has an air conditioned, well- ventilated library with approximately 32000 books for reference. Internet facility is available to students all the time so that they can complete their projects and assignments with quality inputs. The college has

INFLIBNET facility to update subject knowledge of the teachers and students in the form of e-books and journals. Considerable effort has been put by the college to ensure an environment of excellence in all aspects of teaching and focus is also applied to improve the quality of education and evaluation.

The college is sensitive towards the needs of differently abled students also and provides a conducive environment to them. The college provides remedial classes for the academically weak students. Dynamic and progressive environment of the college has contributed towards the commendable performance of the faculty in every field. The tireless efforts of the teachers have resulted in its students bringing laurels to the college.

The institution provides congenial environment for creative expression of the individuals and appreciates their achievements. The college extends complete support for the professional development of the teachers. The faculty is encouraged to pursue Ph.D. through faculty development schemes of UGC. The institute also conducts seminars, workshops and special lectures for the benefit of the faculty. At the end of the session students' feedback is collected through a structured questionnaire. The feedback received from the students is discussed and analyzed in the departmental meeting and appropriate measures are taken into consideration. Through ACRs, the faculty is evaluated on various dimensions. Special awards are given to the students who excel in academics and other co-curricular fields. The college has set high goals for transforming our students into citizens who are more aware, more conscientious and more responsible towards their fellow beings as well as the society at large and works tirelessly and enthusiastically in that direction to achieve the desired goals.

### **CRITERION III:**

#### **RESEARCH, CONSULTANCY AND EXTENSION**

The Government Home Science College is a recognized research centre of the Panjab University for Ph.D. Fifteen of the thirty nine teaching staff are Ph.D.s while nine are pursuing it. Every year thirty six dissertations, twelve each from the three specializations - Clothing and Textiles, Foods and Nutrition, and Human Development and Family Relations, are submitted under the mentorship of the learned faculty.

The faculty is engaged in active research work which is published in National and International Journals with high impact factor. Rewards, recognitions and scholarships have been bestowed on a reasonable number of faculty members at National and International levels from prestigious organizations such as UGC, International Society for the Study of Behavioral Development (ISSBD), Panjab University, and Ministry of Agriculture - Department of Animal Husbandry, Dairy and Fisheries. Books have been published both at National and International platforms. Workshops, seminars, and conferences have been organized and widely attended by students, as well as the faculty.

A number of faculty members are associated with prestigious National and International scientific organizations, and committees of community welfare relevance offering expertise on the basis of extensive research work. The students are engaged in various need based community activities covering the entire life span and all socio economic strata from urban as well as rural/slum areas in the suburbs of Chandigarh. There are interdisciplinary ongoing researches in the college. The NCC cadets, NSS volunteers, students and faculty from all the disciplines do need based thematic activities over the year.

The number of agencies for internship attachments and other activities have increased over a period of time. The feedback is applied in curriculum designing and new research initiatives. Research related resource material and equipment are purchased/ upgraded from government funds every year. New journals, books and other literature are regularly supplemented. The institution holds high aspirations in taking along the pupils and the faculty to higher scientific pursuits and benefitting community at the grass root level.

#### **CRITERION IV:**

##### **INFRASTRUCTURE AND LEARNING RESOURCES**

A flexible policy is followed by the college and conscientious efforts are made for creating and enhancing the infrastructure. Furthermore the growth of teaching and learning resources depends upon the policies of Chandigarh Administration in synchronization with UGC direction and curriculum up gradation.

Almost all the teaching-learning areas are equipped with pedagogical information communication and technology which makes the teaching and learning more interesting, modern and effective. A spacious, fully air conditioned auditorium with a seating capacity of 300, a conference/seminar room, well maintained grounds, indoor badminton hall, automated air conditioned library are valuable assets of the college.

The college has 35 well equipped modern laboratories to promote skill development and learning by doing. Apart from a well equipped common computer laboratory, there are two specialized Auto CAD laboratories to impart soft skills in designing apparels and interiors.

The safe drinking water facility is ensured by installation of water coolers fitted with water purifiers and water dispensers on each floor, staff rooms and offices. There are neat, clean and hygienic washrooms, separate for staff and students, on every floor.

The other unique features of the college which are a great source of research, learning and teaching are: Chaitanya - A laboratory Nursery school; Furnishing laboratory; Institutional food administration/Cafeteria; Diet Clinic and a Plant Nursery.

In an effort to promote the values of discipline and sportsmanship among the students and staff, the college promotes indoor and outdoor games. It has an aerated indoor badminton court, 200 meter athletic track, gymnasium, yoga space, aerobic sessions and big grounds.



The National Service Scheme wing fully implements its objective of 'Not Me But You' by organizing training programs to make students and the community aware of current issues like importance of breast feeding, AIDs prevention, protection of girl child, road safety, voters right, women rights, pulse polio, dengue fever, family and nutrition. Skill development workshops in stitching, healthy cooking, dyeing and printing, best out of waste, flower arrangement, envelope making and gift wrapping techniques are held for rural and economically weaker women to impart entrepreneurial skills/self-employment.

The college has one unit of NCC which aims to inculcate patriotism, unity and discipline among students and train students for direct recruitment in armed forces.

The college boasts of big residential facility comprising M.Sc. hostel with 56 rooms accommodating 76 students and B.Sc. hostel with 172 rooms accommodating 339 students. The hostel accommodates girl students of neighboring Government Colleges also. The provision of air coolers and water coolers add to the comfort and hygiene of hostlers. The hostel has facility of gym and provisions for yoga and aerobic sessions. The common room has extensive leisure facilities like television with DTH connection, music system and indoor games.

The Medical emergency if any, is attended to by a hostel warden and nurse residing in hostel. However the serious ones are taken to the neighboring Government Multi Specialty Hospital and Post Graduate Institute of Medical Education and Research.

The designated spaces for special units like IQAC, Grievance Redressal unit, Women's cell, Counseling and Career Guidance cell, Placement Unit, Health Centre, Canteen and Recreational spaces enable the students to make use of these common facilities for personal and career enhancement. Thus it provides an excellent platform for de-stressing and enhancing the bond between staff and students.

The fully air conditioned library has spacious study section, reference section, magazine and lounge area. It is an extensive learning resource which offers seating capacity of 200 students. OPAC and INFLIMBET software, 8 computers with internet up to date library is well stocked with 32,000 books, 31 journals, 32 magazines, 13 newspapers and 973 theses. Library facility is available from 9 am to 4 pm on week days and 8 am to 2 pm during vacations, it is extensively used by staff, students, for online browsing, prepare assignments, projects, power points, and notes for collecting review of literature, data analysis and thesis writing.

The adequate networking maintenance, easy accessibility, latest softwares of ICT resources facilitate their extensive usage. There are a total of 95 computers with internet facility which are used in the library, the administrative block, different departments, hostel, laboratories and class rooms. The department heads are provided with laptops to be used off-campus. ICT resources, EPBX, CCTV cameras and Private security are helpful in the administration, safety and security of college and hostel premises.

The maintenance and up keep of the college infrastructure and facilities is provided by Chandigarh Administration. The college monitoring mechanism is ensured through nodal officers, care takers, college development committee under the supervision of Principal. Regular meetings are held with the chief architect and other concerned officers for smooth functioning, maintenance and optimum utilization of budgets allocated by Chandigarh Administration.

#### **CRITERION V:**

##### **STUDENT SUPPORT AND PROGRESSION**

Government Home Science College strives for holistic and continuous development of each student. The college makes many attempts to support students in all their endeavors so as to enhance their performance in academic as well as extracurricular activities to help students make informed choices and provide all relevant information regarding college and admission process the college publishes its prospectus in the hard copy and uploads online version annually.

All the students belonging to SC, ST, OBC, Minorities and Economically Weaker Sections are supported with a number of scholarships, fee concession, financial aids and awards as per their eligibility and need. As a part of the affirmative action disabled are treated with utmost care and all the classes with physically handicapped students are arranged on the ground floor. Separate parking facility has also been allocated for physically challenged students. Plan for ramp construction has been approved.

To encourage the students to participate in various competitions such as youth festival, Republic day parade and other State and National level events the college prepares flexible examination schedule and arranges extra classes for them. The list of successful participants is given in the criteria -V.

Medical assistance is provided to the students through a resident nurse. First aid boxes are available in departments and in the hostels. In case of emergency, students are admitted to Government Hospital, Sector-16 and Post Graduate Institute of Medical Education and Research, Chandigarh and the guardians/parents are intimated immediately.

Skill development is given priority and forms a major part of our curriculum. The institution emphasizes on entrepreneurial skill development and has incorporated "Economics and Entrepreneurship Development" in Undergraduate curriculum. Practical curriculums are also targeted at facilitating entrepreneurial activities. The college in collaboration with industries and agencies organizes internship for the students.

Student participation in extracurricular and co-curricular activities such as sports, games, quiz, debate, discussions and cultural activities is encouraged. Refreshment and uniforms are provided to the participants through various societies and clubs is provided.

The guidance and placement cell of the college provides career counseling and gives timely information to the students about competitive and entrance examinations. It

organizes seminars, talks, workshops and interactions with various companies for facilitating their placements and to enhance their employment opportunities. Counseling service for all types of academic and personal issues is provided by the counseling cell. Regular workshops on stress management, academic stress and time management are also held by the cell.

Student Grievance Redressal cell and Sexual Harassment Committee are actively involved in redressing all the grievances, received through the suggestion box as well as at an individual level.

The college follows a policy of zero tolerance to ragging. Anti-ragging committee ensures ragging free and disciplined campus. Orientation programme and a freshers' party is organized to orient and familiarize fresh students with the culture of the institution and to the other students also.

The college has an active alumni association. The association participates in various activities of the college and also provides financial assistance to economically weaker but deserving students. To prevent dropouts, all the departments offer counseling to the slow learners through interactions during extra classes and tutorials.

Post Graduate students publish research papers and articles in the journals of national and international repute. The college provides a platform to the students in the form of college magazine "Pratibimb" to exhibit their creative writing skills, through poems, stories and articles.

Student Council, an elected body, looks after students' welfare through its various activities/programs. The Student Council actively participates in all the academic and cultural functions. The college has a student welfare fund for various activities of this council.

#### **CRITERION VI:**

#### **GOVERNANCE, LEADERSHIP AND MANAGEMENT**

The Governance and leadership of the institution are in sync with vision and mission of the institution. Our motto 'Knowledge for Service' focuses on academic excellence and cultural enrichment through the empowerment of women. The activities and programmes of the college are in uniformity with the higher education policies of the nation and facilitates skill development amongst women. The college is affiliated to Panjab University and is governed by government rules and regulations. The principal is academic and administrative head of the institution and plays a multidimensional role.

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 curriculum is revised as per the need and demands of the trend.

The institution adopts quality management strategies in all academic and administrative aspects. In compliance with NAAC regulations the **Internal Quality Assurance Cell (IQAC)** has been functioning as a quality sustenance measure since 2014. The regular meetings of IQAC and Heads of Departments help in effective planning and implementation of institutional policies. Annual review and progress assessment is done by the IQAC. Feedbacks are collected from all stakeholders and analysed for implementation. Academic audit in the form of regular departmental meetings is done to review the academic performance of the department. Regular performance appraisal of staff is conducted to ensure academic excellence.

### **CRITERION VII:**

#### **INNOVATION AND BEST PRACTICES**

The college has introduced several innovations pertaining to enhancing the status of Home Science, teaching learning strategies and using the 'Knowledge for Service' motto to fulfill its social responsibility.

Admission criterion has been changed to make it open for students from all streams. Courses have been revamped and syllabi revised to keep up with changing trends and demands both from students and the industry as well as to give boost to the number of students opting for Home Science.

Innovations to promote and enhance teaching- learning environment in the college involve use of power point presentations, e-assignments, research based project work, field visits, focused group discussions and role play. Students are involved in applying their theoretical knowledge in organizing activities in the field for benefit of the society.

The Guidance and Counselling cell has been very actively involved in rendering personal, educational and career counselling both to the college as well as school students in Chandigarh. This has been an interdisciplinary activity with the Diet clinic also being made part of it. Student feedback, tutorials, suggestion box, transparency in evaluation has all helped in raising the standard of teaching and learning. Various innovative activities such as organizing Golden Health week, organizing street plays, workshops, puppet shows, master chef competition, Catharsis- a week of activities related to emotional expression and mental well being have helped to enhance the overall personality, physical and mental health of the students.

Clean and Green environment has been given importance in the college and several related activities and initiatives have been undertaken. The college has its own plant nursery wherein saplings are grown. The staff and students plant a number of saplings every year on Van Mahotsava and the college has created Herbal garden, Cactus garden and Rose garden in the campus.

Cleanliness drive was undertaken and the various departments, canteen, hostels, toilets and campus area were thoroughly clean and students were made aware of making the

college litter and polythene free. Competitions like poster making, best out of waste, garments made by reusing old saris, making bags, envelopes and decorative articles were held in the college.

Various steps have been taken up by the college to empower college girls with entrepreneurial skills and employment. Workshops on personality development, resume writing, skills in appearing for interviews have been held from time to time. Placement cell has been organizing talks by experts from Industry, banks, marketing and retailing as well as orienting students with various avenues for employment. Training programme in poultry Entrepreneur Development is an annual feature of the college. This programme is sponsored by Government of India, Ministry of Agriculture. The students of Clothing and Textiles department have been designing and creating apparel and accessories and showcasing them in their annual fashion show 'Aakriti' as well as carnivals and exhibitions. Human Development and Family Relations department and counseling cell conducts various programmes and workshops related to preschool education, development of materials, training in methods of teaching preschoolers and measurement and evaluation pertaining to personality, intelligence, interest and aptitude. The Foods and Nutrition department runs a cafeteria which enables the students to manage all aspects from food production, packaging and retailing to marketing the food item. This enables the students with capacity and capability of opening their own small enterprises.

Extension activities making the students conscious of their social responsibilities are an important part of the college curriculum. The college strongly believes that social issues can be highlighted through creating awareness rather than through legislation. Workshops, project work with women and children in slum areas, training programmes, counseling and organizing recreational activities in hospitals, orphanages, old age homes and schools for children with special needs have been conducted. The students constantly sensitize the parents about various types of child abuses and their preventive measures through street plays, collage making and posters. The important social issues related to health, environment conservation and gender are taken up with this population. Underprivileged children and ones with special needs are integrated with normal children in Chaitanya nursery on special occasions such as festivals and carnivals. NSS wing of the college is doing commendable job and organizes several extension activities throughout the year. Parents of normal children and the ones with special needs have started approaching college counselling cells regarding their parenting concerns. Increase in the number of beneficiaries has shown the enthusiasm for various outreach activities.

## **SWOC ANALYSIS:**

### **STRENGTHS**

- Post graduate college, approved research centre of Panjab University offering Ph.D.
- Specializations in academic courses in Under Graduate/Post Graduate
- Self financed B.Sc. Fashion Designing course
- Highly qualified, dedicated, experienced and visionary faculty members
- Consultancy to Chandigarh Administration regarding curriculum development, career counseling, school uniforms, implementation of Right to Education Act, 2009 and Mid Day meals
- Representation in academic bodies
- Liaison and networking with professionals of national, international, academic /research bodies
- Excellent reputation in terms of discipline, quality teaching, academic results and teacher –student rapport
- Smart class rooms, departmental computers and well equipped laboratories
- Computerized well equipped library with INFLIBNET membership
- Well equipped hall and indoor badminton court
- College Gymnasium and good sports facilities
- Hostel facility
- Addition of new books/journals from time to time
- Need based revision/upgradation of curriculum from time to time
- Adoption of Khuda Alisher village
- Intensive community outreach activities to fulfill social responsibility
- Scholarships, awards and fee concessions as per norms
- Voluntary contribution from faculty towards fees of many students.
- Counseling cell for the welfare of college students and public in general.
- Promotion of cultural heritage with SPIC MACAY, celebration of festivals, national days, Music, Dance, Dramatics and Literary activities
- Environment friendly initiatives to instill environment consciousness
- Registered environment committee
- Student’s Council, diverse clubs and societies
- Active and supportive Alumni Association
- Chaitanya Laboratory Nursery attached to the Department of Human Development and Family Relations
- Clean and Green polythene free campus and playground.



### **WEAKNESSES**

- Number of permanent teaching staff is less than the sanctioned posts
- Shortage of staff leads to excessive work load, leaving inadequate time for mentoring and research
- No Post graduation in Interior Design and Resource Management program which is an integral branch of Home Science
- Limited number of students leading to higher unit cost of education
- No choice based credit system.

### **OPPORTUNITIES**

- Opportunity for placement in diverse industries and institutes like Hotels, Hospitals, Health centres, Food industries, Research and Development institutes and NGOs
- Services for child care can be provided.

### **CHALLENGES**

- Lack of adequate regular faculty (teaching and non-teaching) which affects the quality of higher education
- Mushrooming of private institutes offering similar add on courses and diplomas but with substandard curriculum and staff
- Limited number of qualified applicants for visiting faculty positions in certain courses
- Not filling up of posts falling vacant due to retirement of senior faculty
- Integrating curriculum to the changing needs of industry

## PROFILE OF THE AFFILIATED/CONSTITUENT COLLEGE

### 1. Name and Address of the College:

Name :	Government Home Science College		
Address :	Sector 10		
City :Chandigarh	Pin :160010	State : Union Territory	
Website :	www.homescience10.org		

### 2. For communication:

Designation	Name	Telephone with STD code	Mobile	F a x	Email
Principal	Dr.(Mrs.)Madhu Kaul	O:0172-2740387 R: 0172-2772661	09815033100		<a href="mailto:madhukaul@gmail.com">madhukaul@gmail.com</a>
Vice Principal	Prof. Nirupa Marwaha	O: 0172-2740387 R: 0172-4637110	09501005001		<a href="mailto:nirupa_marwaha@yahoo.co.in">nirupa_marwaha@yahoo.co.in</a>
Steering Committee Co-ordinator	Prof. Nirupa Marwaha	O: 0172-2740387 R: 0172-4637110	09501005001		<a href="mailto:nirupa_marwaha@yahoo.co.in">nirupa_marwaha@yahoo.co.in</a>

### 3. Status of the Institution:

Affiliated College

Constituent College

Any other (specify)

### 4. Type of Institution:

a. By Gender

i. For Men

ii. For Women

iii. Co-education

- b. By Shift
- i. Regular
  - ii. Day
  - iii. Evening

5. It is a recognized minority institution?
- Yes
  - No

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding:
- Government
  - Grant-in-aid
  - Self-financing
  - Any other

7. a. Date of establishment of the college: .....01/07/1961..... (dd/mm/yyyy)  
 b. University to which the college is affiliated /or which governs the college  
 (If it is a constituent college)

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	31-03-1994	As per the list of colleges under 2(f) of UGC Act.
ii. 12 (B)	31-03-1994	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/ clause	Recognition/ Approval details Institution/ Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	-	-	-	-
ii.	-	-	-	-
iii.	-	-	-	-

iv.	-	-	-	-
-----	---	---	---	---

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes  No

I yes, has the College applied for availing the autonomous status?

Yes  No.

9. Is the college recognized?

a. by UGC as a College with Potential for Excellence (CPE)?

Yes  No.

If yes, date of recognition: ..... (dd/mm/yy)

b. for its performance by any other governmental agency?

Yes  No.

If yes, Name of the agency..... and

Date of recognition :..... (dd/mm/yy)

10. Location of the campus and area in sq. Mts:

Location*	Urban
Campus area in sq. mts.	68725.0238
Built up area in sq. mts.	22720.3675

(\* Urban, semi-urban , Rural, Teibal, Hilly Area, Any other specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium / seminar complex with infrastructural facilities  **01**
- Sports facilities  **02**

\* Play grounds

\* Swimming pool

\* gymnasium

01

• Hostel

\*Boys' hostel

- i. Number of hostels
- ii. Number of inmates
- iii. Facilities (mention available facilities)

\* Girls' hostel

- i. Number of hostels : 02
- ii. Number of inmates : 325+100
- iii. Facilities: Study area, Air cooled dining hall and Common Room, Mess, Visitor room, Sick room, Water cooler and Water purifier, Mini gym, solar and electrical geysers , In house beautician, tailor, washerman.

\* Working women's hostel:- Nil

- i. Number of inmates
- ii. Facilities (mention available facilities)

• Residential facilities for teaching and non-teaching staff :- Nil  
(give numbers available- cadre wise)

• Cafeteria – 01

• Health centre- No

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....Nil

Health centre staff-

Qualified doctor      Full time                                            Part-time     

Qualified Nurse      Full time                                            Part-time     

• Facilities like banking, post office, books shops : Tuck Shop

• Transport facilities to cater to the needs of students and staff : College Bus

- Animal house
- Biological waste disposal: Yes
- Generator or other facility for management/ regulation of electricity and voltage:  
Invertors
- Solid waste management facility
- Waste water management
- Water harvesting: Yes

12. Details of programmes offered by the college (Give data for current academic year)

Programme Level	Name of the Programme/Course	Duration	Entry Qualification	Medium of instruction	Santioned/ approved Student strength	No. Of students admitted
Under Graduate	B.Sc. Home Science ( Composite and four specializations)	03 years	+2	English	120	119
	B.Sc. Fashion Designing	03 years	+2	English	30	33*
Post Graduate	M.Sc. Home Science (C&T,F&N,HDFR)	02 years	Graduation	English	12 per specializati on	13* per specializat ion
Integrated Programmes P G Ph.D.						



M.Phil.						
Ph.D.	Ph.D.	03 years	Post Graduation	English	Flexible	04
Certificate courses						
UG Diploma						
PG Diploma	<ul style="list-style-type: none"> <li>• Child Guidance and family Counselling</li> <li>• Fashion Designing</li> <li>• Nutrition and Dietetics</li> </ul>	01 year	Graduation	English	15	18*
		01 year	Graduation	English	12	13*
		01 year	Graduation	English	24	26*
Any other (specify and provide details)						

\*Admission numbers include reservations

13. Does the college offer self- financed Programmes?

Yes  No.

If yes, how many ?

14. New programmes introduced in the college during the last five years if any?

Yes		No	✓	Number	
-----	--	----	---	--------	--

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science				
Art				
Commerce				
Any Other (Specify)	Clothing and Textiles	✓	✓	✓
	Family Resource Management	✓		
	Foods and Nutrition	✓	✓	✓
	Human Development and Family Relations	✓	✓	✓

16. Number of Programmes offered under ( Programme means a degree course like BA, BSc, MA,

M.Com....)

a. annual system

b. semester system

c. trimester system

17. Number of Programmes with

a. Choice Based Credit System

b. Inter/Multidisciplinary Approach

c. Any other (Specify and provide details)

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes  No.

If yes,

a. Year of Introduction of the programme (s) ..... (dd/mm/yyyy) and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No: .....

Date: ..... (dd/mm/yyyy)

Validity : .....

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes  No.

If yes,

19. Does the college offer UG or PG programme in Physical Education?

Yes  No.

If yes,

a. Year of Introduction of the programme(s) ..... (dd/mm/yyyy) And number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No: .....

Date: ..... (dd/mm/yyyy)

Validity : .....

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes  No.

If yes,

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff	Technical staff		
	Professor		Associate Professor		Assistant Professor					
Sanctioned by the UGC/ University/ State Government Recruited	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Yet to recruit										
Sanctioned by the Management / society or other authorized bodies Recruited		01		10	02	08	36	21	--	--
Yet to recruit										

\*M-Male \*F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							<b>21</b>
D.Sc./D.Litt.							
Ph.D.		01		05	02	05	13
M.Phil.				01		01	02
PG				04		02	06
Temporary teachers (Contractual )							<b>19</b>
Ph.D.					01	03	04

M.Phil.						01	01
PG						01	13
Part-time teachers (Guest Faculty)							<b>13</b>
Ph.D.						01	01
M.Phil.							
PG						12	12

22. Number of Visiting Faculty / Guest Faculty engaged with the College. 13

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1 2011-12		Year 2 2012-13		Year 3 2013-14		Year 4 2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	--	44	--	39	--	49	--	52
ST	--	01	--	02	--	04	--	07
OBC	--	--	--	07	--	11	--	22
General	--	391	--	396	--	425	--	452
Others	--	--	--	--	--	--	--	01
<b>Total</b>	--	<b>436</b>	--	<b>444</b>	--	<b>489</b>	--	<b>534</b>

24. Details on students enrolment in the college during the current academic year:

Type of students	UG	PG	M.Phil.	Ph.D.	Total
Students from the same	149	62			
State where the college is					

located					
Students from other states of India	03	33			
Foreign students	--	--			
Total	152	95			

25. Dropout rate in UG and PG (average of the last two batches)

UG  PG

26. Unit Cost of Education

*(Unit cost= total annual recurring expenditure (actual) divide by total number of students enrolled)*

a. Including the salary component

b. Excluding the salary component

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes  No

If yes,

a) Is it a registered centre for offering distance education programmes of another University

Yes  No

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes  No



28. Provide Teacher-student ratio for each of the programme/course offered

Name of the Course	Theory	Practical
Under Graduate Courses	1:60	1:20
Post Graduate Course- M.Sc.	1:12	1:12
PGD in Child Guidance and Family Counselling	1:15	1:15
PGD in Fashion Designing	1:12	1:12
PGD in Nutrition and Dietetics	1:24	1:24

29. Is the college applying for

Accreditation : Cycle 1  Cycle 2  Cycle 3  Cycle 4

Re- Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: 28.02.2005(dd/mm/yyyy) Accreditation Outcome/ Result. **B++/IS-83.30**

Cycle 2: ..... (dd/mm/yyyy) Accreditation Outcome/ Result.....

Cycle 3: ..... (dd/mm/yyyy) Accreditation Outcome/ Result.....

\*Kindly enclose copy of accreditation certificate(s) and peer team report (s) as an annexure.

31. Number of working days during the last academic year.

220

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

181

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC .....27.10.2014..... (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC

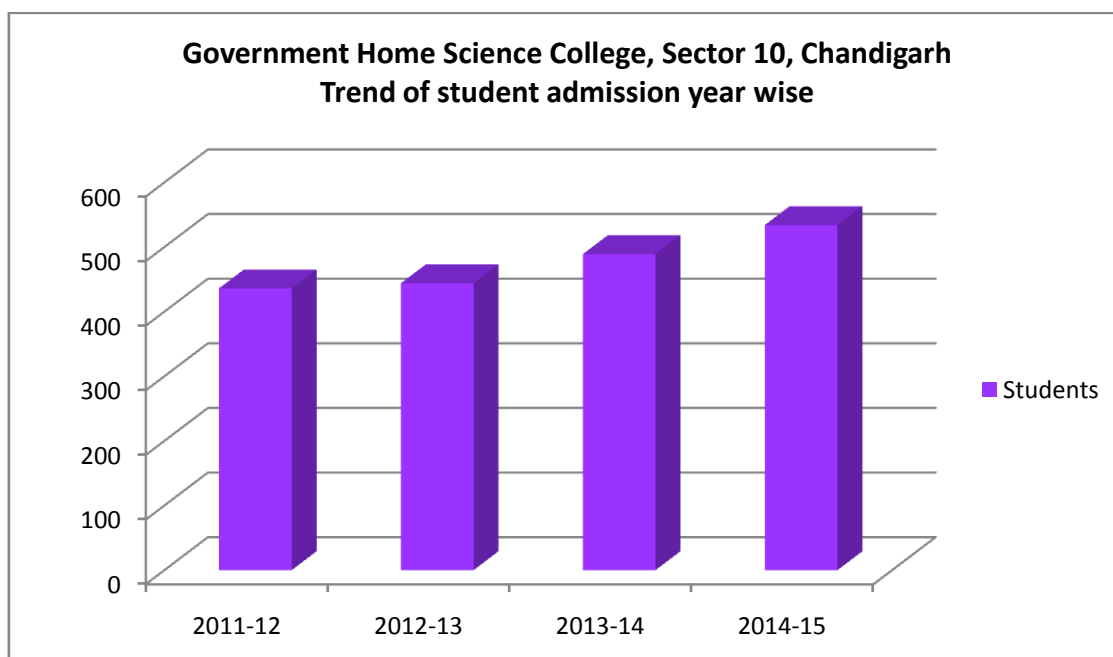
AQAR (i) : .....2010-11..... 21/10/2015

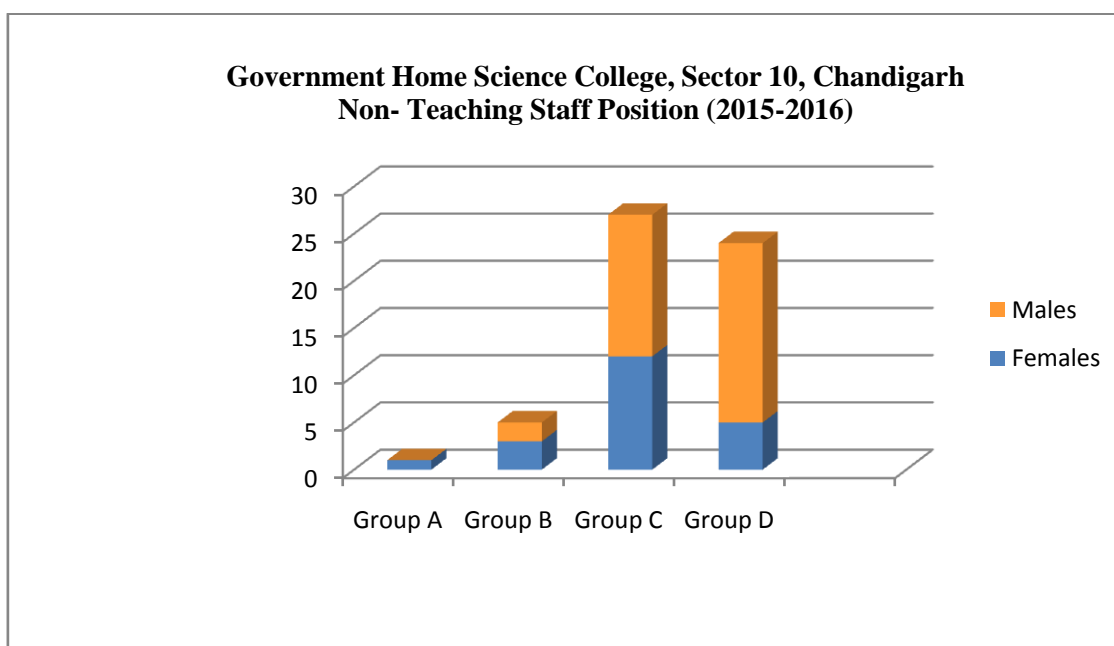
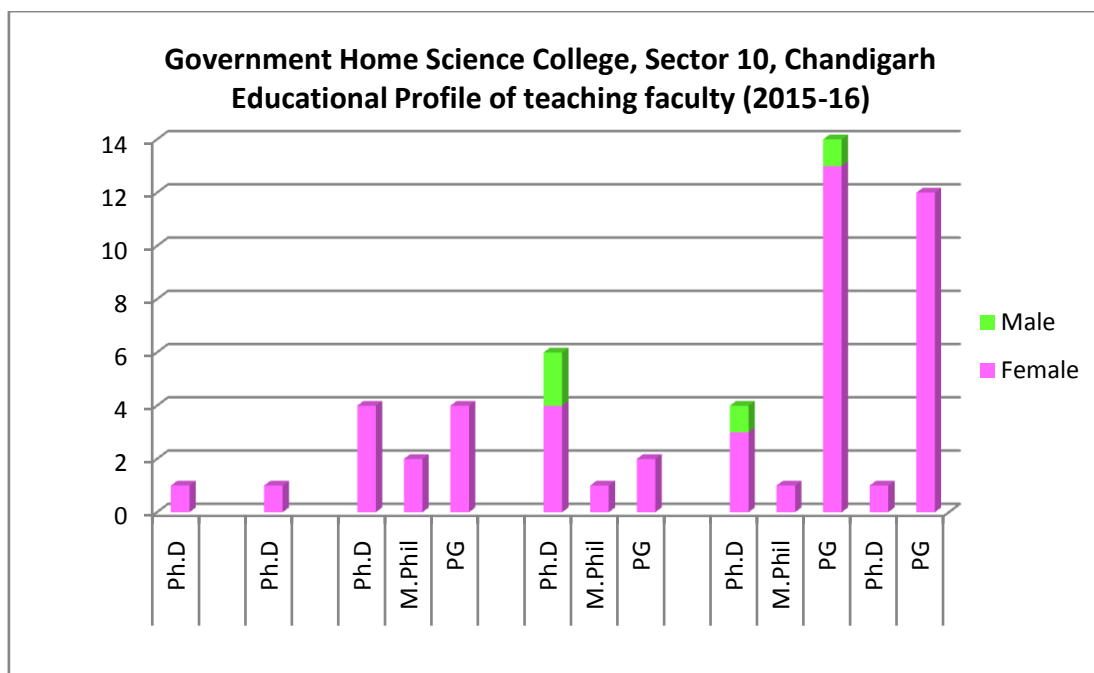
AQAR (ii): .....2011-12.....21/10/2015

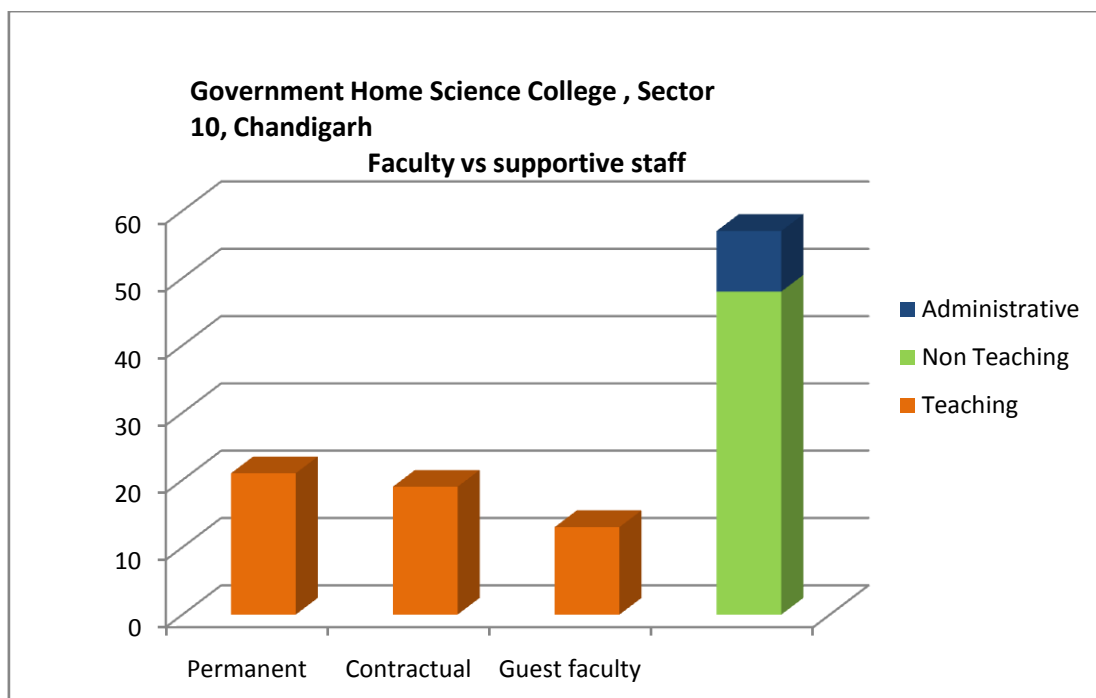
AQAR (iii): ..... 2012-13.....21/10/2015

AQAR (iv): .....2013-14.....21/10/2015

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/ descriptive information)







## **CRITERIA-WISE INPUTS**

### **CRITERION I:**

#### **CURRICULAR ASPECTS**

##### **1.1 Curricular Planning and Implementation**

###### **1.1.1 State Vision and Mission and objective of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.**

###### **Vision:**

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.

###### **Mission**

- To provide quality education and strive for excellence.
- To sensitize youth towards being socially responsible, morally upright and intellectually mature to serve the society.
- To enhance research and develop innovative ideas.
- To keep up with the widening frontiers of knowledge.

###### **Objectives:**

- To enhance and enrich the conceptual and communication skills of the students.
- To provide quality education for promoting academic excellence.
- To sensitize students towards the social issues of the society and motivate them for preserving and exploring the cultural heritage of the country.
- To inculcate the values of commitment, creativity and compassion towards creating a distinct culture of academics and overall development.
- To take up research projects aiming at benefitting the society.
- To develop skilled personnel through vocational and entrepreneurial education to promote employability.
- To promote participation in co-curricular and extra-curricular activities.

### **Communication to students, teachers, staff and the stakeholders.**

- College website.
- College prospectus.
- Orientation program.
- Students' council constituted for liaison between faculty and students for college development.
- Tutorials.
- Industry- academia liaison.
- Spreading public awareness of the courses and employability by organizing seminars/ presentations /posters/ pamphlets.
- Activities of societies / clubs of departments.
- Making students aware of the latest researches and trends through journal clubs, seminars, group discussions and presentations.

#### **1.1.2 How does the institution develop and deploy action plans for effective implementation of the Curriculum? Give details of the process and substantiate through specific example(s).**

The curriculum is effectively implemented in four stages, namely-curriculum setting, implementation stage, appraisal and feedback on the implementation.

**Curriculum Setting:** Being an affiliate of Panjab University, Chandigarh, our college conforms to university curriculum within the broad framework. Each department prepares its own weekly teaching plan and the plan of activities to be conducted within the time frame.

**Implementation Stage:** The traditional lecture method is suitably supplemented with the use of technology and other effective methods of teaching learning to augment critical thinking. These include:

- Problem solving exercises like multiple choice questions, tests and quizzes.
- Presentations, group discussions, case studies by a group/ individual students.
- Field/Industrial visits to acquaint the students with the actual work environment and hands on experience.
- Audio/visual aids/information and communication technology.
- Poster making/models and charts/power point presentations.
- Demonstration of different skills and techniques by experts in the specialized field.

- Research Projects.
- Viva-voce.

### **Appraisal:**

- Regular departmental meetings and compliance reports are prepared by the faculty members to remove the gaps if any in the implementation.
- Periodical assessment through bi-annual tests (as per university norms) ensures effective implementation of the action plan.
- Monthly tests for regular assessment as per requirement.
- For viva, external faculty is appointed by the university to examine the students.
- From the session 2014-15, semester system has been introduced in the first year of the undergraduate level.

### **Feedback on the implementation of the curriculum:**

The feedback is received from the students and other stakeholders regarding curriculum. Implementation of curriculum is regularly assessed and amended as per the needs of the students. Also, in December 2012, the Chandigarh Administration initiated a workshop on 'Teaching and Learning: Curriculum, Pedagogy and Employability' for all the allocated courses and the report of the same was submitted to the university for action at their end as per the procedure laid down in the university calendar.

#### **1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?**

The Panjab University and college provides immense support, both in procedural and practical ways to the teachers for effectively translating the curriculum and in improving teaching practices in the following manner:

- University provides complete examination support.
- The institution follows the annual academic calendar specified by the Panjab University to follow uniform pattern with regard to the academic sessions.
- University organizes various workshops, development programmes, short-term training and seminars, refresher courses and orientation programmes from time to time. Teachers are encouraged to enhance and update their skills and knowledge in their respective subjects as well as inter-disciplinary subjects. To

develop a professional attitude and inculcate the team spirit, the workshops on contemporary needs like stress-management, counselling, gender sensitization are organized.

- Teachers get financial assistance for the promotion of research in national and international conferences in India as well as abroad from the UGC and other funding agencies.
- In case of change in syllabus, the university organizes workshops for proper implementation of the curriculum for the teachers. Furthermore, the faculty can discuss their issues or problems, if any while participating in meetings of the Board of Studies.
- Faculty members are encouraged to use library, internet, and power point presentations to improve and update knowledge of subject.
- Eminent subject teachers from the other colleges and universities are invited to create awareness related to latest developments in various fields among the students.

#### **1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.**

##### **Support by Institution**

The institution provides various facilities to the faculty for the effective delivery of the curriculum:

- Smart classrooms.
- Well equipped library exists which is continuously enriched with the latest editions of books related to emerging trends in various subjects.
- Comfortable departmental staffrooms well-equipped with furniture and lighting.
- Well-equipped laboratories and material required for the practicals is provided.
- Scanning, photocopy and latest software is also available for the faculty.
- Well-equipped gymnasium, Chaitanya nursery school, cafeteria for practical learning and a large auditorium are available for organizing lectures, seminars/conferences, fashion show and a host of other activities exist in the college campus.
- Alumni association helps the needy students by giving them merit scholarships and fee sponsorships.
- Institute helps weak students by organizing extra classes.
- Field visits/Industrial visits are organized.



- Demonstrations, lectures and interface with experts are organized.
- College Magazine 'PRATIBIMB' hones the creative skills of the students.
- Skill development and employment orientated programs are organized by National Service Scheme (NSS) volunteers for residents of Khuda Ali Sher (A village adopted by the institute).

**1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?**

The institution arranges a number of platforms to interact with various beneficiaries such as Fashion, Painting, Printing, Pharmaceuticals and Dietetics industries, research bodies and the University for the effective implementation of the curriculum. The college has a dynamic and proactive training and placement cell which has an excellent liaison with the industry representatives. The inputs regarding curriculum changes received from the industry are discussed amongst the faculty of the concerned department and thereafter sent to the university for their consideration through our faculty members who are members of Board of Studies.

For promotion of research, the faculty members are motivated to take up research projects funded by the University Grants Commission and other agencies. The college also interacts with the university through members of Board of Studies and Registrar examination. Regular formal and informal meetings are conducted throughout the academic session in order to adapt to the latest trends in the fields of academics.

**1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/ departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.**

The following measures have been undertaken to improve the quality of education:

**Curriculum design and development:**

- The curriculum is drafted after reviewing the feedback received from the stakeholders of higher education namely the students, employers, alumni and academic peers.

- The current needs of the industry/job market and society are assessed. The curriculum is then designed by the faculty members of the respective departments.
- Interactive sessions are conducted with the Principal and with Board of Studies of the University for the Final Draft of the curriculum as per the need.
- The panel of Board of Studies comprises of the Head of the institution, eight faculty members from the departments of Foods and Nutrition, Clothing and Textiles, Human Development and Family Relations, Family Resource Management, English and Applied Sciences. Some faculty members of the institute are representatives in Board of Studies of the Panjab University, Jaipur University, Panjabi University, Panjab Technical University, Kurukshetra University and Himachal Pradesh university.
- The institute takes the feedback from the industry and other placement agencies to be put forward before the Board of Studies to update and make the curriculum effective.
- An interactive teaching – learning process is carried out in various departments wherein, information provided by various teachers on different topics has ample scope for brain storming and discussions to reach at better decisions.

### Feedback

The institution receives feedback from stakeholders, academic peers, teachers, alumni and students on the designed curriculum, the infrastructure and college atmosphere.

#### SESSION: 2010-11

S.No.	Type of Feedback	Frequency/Method	Outcome/Suggestions
1	Teachers' Feedback	<ul style="list-style-type: none"> <li>• Through staff meetings</li> <li>• Interaction with Principal and senior faculty</li> </ul>	<ul style="list-style-type: none"> <li>• To resolve the various grievances of students</li> <li>• To hold workshops and seminars</li> </ul>
2	Alumni Feedback	<ul style="list-style-type: none"> <li>• Annual Alumni meet</li> </ul>	<ul style="list-style-type: none"> <li>• Poor students should be given monetary help</li> </ul>

#### SESSION: 2011-12

S.No.	Type of Feedback	Frequency/Method	Outcome/Suggestions
1	Parents' Feedback	<ul style="list-style-type: none"> <li>• Through informal parents teachers</li> </ul>	<ul style="list-style-type: none"> <li>• The regularity of the students improved</li> </ul>

		meetings as and when required	
2	Teachers' Feedback	<ul style="list-style-type: none"> <li>Through staff meetings and interaction with Principal</li> </ul>	<ul style="list-style-type: none"> <li>The placement drives were enhanced</li> <li>Need based curriculum changes were discussed</li> </ul>
3	Alumni Feedback	<ul style="list-style-type: none"> <li>Through interaction with core committee of Alumni of college and outsiders</li> <li>Annual Alumni meet</li> </ul>	<ul style="list-style-type: none"> <li>Issues like Gender Sensitization and other social issues were debated to improve upon them</li> </ul>

**SESSION: 2012-13**

S.No.	Type of Feedback	Frequency/Method	Outcome/Suggestions
1	Students' Feedback	<ul style="list-style-type: none"> <li>Yearly through Proforma</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion of communication skills and personality development in the course work</li> </ul>
2	Parents' Feedback	<ul style="list-style-type: none"> <li>Through interaction of students, parents and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Improvements to be incorporated in the hostel and mess facilities</li> </ul>
3	Teachers' Feedback	<ul style="list-style-type: none"> <li>Staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>Special classes for weak students</li> <li>Major cleanliness drive of college campus, hostel and canteen undertaken</li> <li>Snap tests for the students</li> <li>Inclusion of Inter-class competitions and departmental club activities</li> </ul>
4	Alumni Feedback	<ul style="list-style-type: none"> <li>Annual Alumni meet</li> </ul>	<ul style="list-style-type: none"> <li>Regular mock tests for students</li> </ul>

**SESSION: 2013-14**

S.No.	Type of Feedback	Frequency/Method	Outcome/Suggestions
1	Industry Feedback	<ul style="list-style-type: none"> <li>Annually</li> </ul>	<ul style="list-style-type: none"> <li>Need based changes in</li> </ul>

			curriculum as per market demand
2	Students' Feedback	<ul style="list-style-type: none"> <li>Through Proforma bi-annually</li> </ul>	<ul style="list-style-type: none"> <li>Teaching through Information and Communication Technology</li> <li>Improvement in college cafeteria</li> </ul>
3	Parents' Feedback	<ul style="list-style-type: none"> <li>Through meetings among teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in academics and placement drive</li> </ul>
4	Teachers' Feedback	<ul style="list-style-type: none"> <li>Through staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>Stress on individual problems of students through regular tutorials</li> </ul>

**SESSION: 2014-15**

S.No.	Type of Feedback	Frequency/Method	Outcome/Suggestions
1	Industry Feedback	<ul style="list-style-type: none"> <li>Annually</li> </ul>	<ul style="list-style-type: none"> <li>Workshops and lectures conducted by eminent persons</li> </ul>
2	Students' Feedback	<ul style="list-style-type: none"> <li>Bi-annually through Proforma</li> </ul>	<ul style="list-style-type: none"> <li>Availability of more copies of reference books, periodicals and journals in the library</li> </ul>
3	Parents' Feedback	<ul style="list-style-type: none"> <li>Through meetings among teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>Stress on upgradation of knowledge of students regarding better job avenues</li> </ul>
4	Teachers' Feedback	<ul style="list-style-type: none"> <li>Staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>Regularity in students in classes and making the lectures more interesting and interactive</li> </ul>

On receipt of the feedback from various stakeholders i.e. students, parents, teachers, industry and alumni the following measures have been implemented by the college:

- A grievance redressal committee has been formed to take care of the grievances of any kind of students
- More workshops and seminars are held throughout the session
- Needy and deserving students are being given monetary help by the alumni
- Need based changes have been made in the curriculum
- More placement drives are being held
- Improvement is being done in hostel and mess facilities
- Cleanliness drive of college, hostel and canteen is being undertaken regularly
- Extra classes are being held for weak students
- Community outreach programmes are given more thrust
- Teaching through Information and Communication Technology is being done
- More copies of reference books, journals, periodicals are being made available to the students

### **Curriculum Update**

The institution updates the curriculum on the basis of periodic feedback received from all the stakeholders of higher education-academic peers, industry representatives, alumni amongst others.

#### **1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.**

Some of the faculty members have helped in developing the curriculum of various universities in association with National Institute of Technical Teachers Training and Research (NITTTR). Curriculum is developed in the field of fashion and textile designing for the universities of Jammu and Kashmir, Haryana and Punjab. Short term entrepreneurial courses are also developed for the same universities.

#### **1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?**

The institution has formed communication channels among all the stakeholders to ensure that the objectives of the curriculum are achieved through critical analysis of the following:

Student performance is assessed through internal assessment and grades, internal and semester examination, project works, presentations, seminars and workshops, skill and curriculum based programmes and trainings. The extracurricular activities of the students are analyzed by their participation in various socio cultural activities and competitive exams, outreach activities such as blood donation camps, National Service Scheme (NSS) and National Cadet Corps (NCC) camps, Acquired Immune Deficiency Syndrome (AIDS) awareness and self - defense activities.

Feedback is taken from educational institutes, garment industries, health and pharmaceutical industries, health clubs, and counsellors at educational institutes. Competitive examinations at international, national and regional level also put in feedback, thereby helping the institute in judging the students' capabilities and helped them to improve their overall development.

## **1.2 Academic Flexibility**

### **1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.**

The college offers Under Graduate and Post Graduate courses in Home Science. It started with a three – year degree course in Bachelor of Science (Home Science) and improvised the curriculum for making it career – oriented. Need based changes have been introduced with the starting of five specializations namely Apparel and Textile Design, Dietetics, Human Development and Social Welfare, Interior Design Management along with a Bachelor of Science (Home Science) Composite course. The college also offers a degree in Bachelor of Science in Fashion Designing. The Post Graduate degrees are offered in Clothing and Textiles, Foods and Nutrition, Human Development and Family Relations and Postgraduate Diplomas are offered in Fashion Designing, Nutrition and Dietetics and Child Guidance and Family Counselling.

### **Objectives of Bachelor's Programme (Home Science):**

The courses are structured according to the demands and needs of industry and the world outside. Courses offered by the college are absolutely in tune with its goals and objectives.

Home Science is a unique field of knowledge. Its interdisciplinary approach in synthesizing knowledge drawn from physical and biological sciences, social

sciences, arts and humanities has enriched its educational programs. It also caters to the present day needs of education in order to meet the rapidly changing demands of family life and the multiple roles that women have to play at home as well as professional life. The trained graduates and postgraduates are absorbed in hospitals, industrial units, hotel industries, health fitness clubs and also as teachers, counsellors, sales managers, designers, consultants and field workers in extension education and community development programs. The different areas of specialization also concentrate on providing suitable training to the students for various job opportunities.

**Apparel and Textile Design:**

To cater to the needs of Textiles and Apparel industry, the Clothing and Textiles department has started a specialized and focused course in Apparel and Textile Design. It inculcates an awareness of current trends, new developments and technological changes in the field of fabric and apparel industry. The curriculum equips the students with the knowledge and skills necessary for creative, managerial and technical careers as well as entrepreneurship in the field of Textiles and Apparel industry.

**Dietetics:**

The curriculum of Dietetics has a strong practical base to keep pace with the dynamics and changing educational and professional needs in the field of nutrition and health care. It trains the students as nutritionists and health experts to work in various health clubs, hospitals, schools, colleges, Non-Governmental Organizations.

**Human Development and Family Relations:**

The course of Bachelor of Science in Human Development and Family Relations provides an in-depth knowledge and skill training to students. It provides scope for the students to work with various agencies dealing with Child Welfare, Social Welfare, Education and Human Development. Students also get placements in various Non Governmental Organizations, hospital setups, and institutes of higher education.

**Interior Design Management:**

The course has scope for numerous job opportunities in private (corporate and commercial) and public sector. Students can work as freelancers and can also be co-workers with architects, interior decorators and real estate companies, teachers in schools, colleges and Polytechnic institutes.

**Composite:**

The course makes students familiar with a wide array of subjects to equip them with challenging tasks in the modern day world. The course enables them to take up specializations in any of the three master programs offered by the institute.

**Objectives of the Masters Programmes:**

**M. Sc. in Clothing and Textiles and Post Graduate Diploma in Fashion Designing**

The courses give in-depth knowledge of textile science, fundamentals of apparel design, construction techniques and fashion merchandising which enables the students to take up the jobs in the related fields such as academics, garment industry, consultancy, retail merchandising and self-entrepreneurship.

**M. Sc. in Foods and Nutrition and Post Graduate Diploma in Nutrition and**

**Dietetics:**

The courses offer excellent placement opportunities and cater to the demand for specialized expertise at national and international levels in various institutes and organizations like hospitals, health clinics, educational institutes and research bodies. Students can also work in multi-national companies, national and international non-governmental organizations and food catering industry.

**M. Sc. in Human Development and Family Relations and Post Graduate Diploma in Human Guidance and Family Counselling:**

The course trains the students to take on central role as counsellors, special education experts, academicians and researchers in the field of family studies, early childhood care and education. Avenues for students also exist in various projects being run for the welfare of women, children and children with special needs by national and international organizations such as World Health Organization (WHO), United Nations International Children's Emergency Fund (UNICEF), National Institute of Public Cooperation and Child Development (NIPCCD), Indian Council for Child welfare (ICCW) and Indian Council of Medical Research (ICMR).

**1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.**

No the institute does not facilitate twinning /dual degree.

**1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:**



- **Range of Core / Elective options offered by the University and those opted by the college**
- **Choice Based Credit System and range of subject options**
- **Courses offered in modular form**
- **Credit transfer and accumulation facility**
- **Lateral and vertical mobility within and across programmes and courses**
- **Enrichment courses**

The stimulation to enhance creativity and ability to think critically for the students for their future attributes for the 21<sup>st</sup> century learner are achieved through interactive classroom teaching, seminars, workshops, practical demonstrations, and interaction with subject experts in the relevant field, guest lectures by eminent resource persons, educational trips and indigenous research projects.

- At undergraduate level, the specialization options are offered by the university in the third year. The first and second year have the core subjects and specialization is offered in third year in the courses namely Apparel and Textile Design, Dietetics, Human Development and Family Relations, Composite and Interior Design Management
- At masters level students can opt for any of the three specializations viz. Clothing and Textiles, Human Development and Family Relations and Foods and Nutrition
- The college follows university norms prescribed in the syllabi. The choices/options are limited due to the prescribed syllabi of the university
- The college does not offer courses in any modular form
- The syllabus does not allow for credit transfer
- Mobility of any kind is not possible due to the structure of the course

**1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.**

Yes, the Institution offers one self-financed program at undergraduate level i.e. B.Sc. Fashion Designing- a three years degree course.

- The eligibility criteria for admission to other undergraduate programs is 35% marks in 10+2 whereas the eligibility criteria for B.Sc. (Fashion Designing) self-financed course is 50% marks in 10+2.
- The students of B.Sc. Home Science study core subjects in the first four semesters and specialize in the 5<sup>th</sup> and 6<sup>th</sup> semester. The curriculum of

B.Sc. Fashion Designing emphasizes on the specialized subjects from the initiation to the end of the course.

- The fee structure is Rs 67,616/- and Rs 1,37,576/- for B.Sc. Home Science and B.Sc. Fashion Designing respectively, for the entire course.
- The teachers' salary and qualification are as per University Grant Commission norms, for both the courses.

**1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.**

Yes, the whole curriculum of the institution is skill oriented and relevant to the regional and global employment markets with the following objectives and beneficiaries:

- The B.Sc. Apparel and Textile Design course provides the desired skills to the students to cater to the needs of Textiles and Apparel industry. It creates awareness of current trends, developments and technological changes in the field of apparel and textile industry. It equips individuals with the knowledge and skills necessary for creative, managerial and technical careers as well as entrepreneurship in the field of Textiles and Apparel industry. Moreover the students have been excelling in small enterprise units like boutiques, working in garment and textile units as quality analysts and merchandisers.
- The Foods and Nutrition department provides the skill to the students to be absorbed as nutrition and health experts in various health clubs, schools and Non-Government Organizations. The curriculum has a strong practical base to keep pace with the dynamics and changing educational and professional needs in the field of nutrition and health care. Students are placed with bakery and confectionary outlets, hospitals, gymnasiums, hotel and pharmaceutical industry. They also work as diet therapists and health supervisors in multi-national companies, managing and providing consultation services independently.
- The skills provided by the Human Development and Family Relations gives an in-depth knowledge and skill training to students to be effectively absorbed in various agencies working with Child Welfare, Social Welfare, education and Human Development. Students get placements in various Non-Governmental Organizations, with hospital setups, and institutes of Higher education. They can also work as counsellors.

- Interior Design Management course provides in depth knowledge in interior designing. The course provides the skills to the students so that they can work as free – lancers or can also be co- workers with architects, contractors, interior decorators and real estate companies. The course has numerous job opportunities in private (corporate and commercial) and public sector. Students also work in furniture industry and décor houses as designers of furnishings.

**1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?**

No the university does not allow this mode of learning in its affiliated colleges.

**1.3 SUPPLEMENT CURRICULUM**

**1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?**

The institution being an affiliated college of the Panjab University have the freedom of formulating its own curriculum. The courses run at Under Graduate and Post Graduate levels are so designed as to cater to the institution’s goals and objectives.

- Women empowerment through education is the main objective of the institution which clearly envisions the following three areas for the accomplishment of this objective viz, Academic Excellence, Personality Development and Societal Commitment
- The college endeavors to maintain balance between knowledge oriented education and enhancement of the employability quotient
- The college supplements the university Curriculum by imparting special courses in Personality Development and holding extra classes for slow learners
- Environment Education and Road Safety is a compulsory subject for undergraduate students under the university core curriculum. This subject ensures awareness of ecology preservation and traffic rules
- The college promotes liberal use of ICT to hone communication and technical skills and generate placement opportunities
- The extension activities like workshops, guest lectures, seminars, debates, declamations, elocution competitions and educational tours are

organized by the various clubs and societies. National Service Scheme (NSS), National Cadet Corps (NCC) and the departments are also in tune with the university curriculum and the institutional goals

- There are plenty of opportunities for students to take part in curricular and co – curricular activities beyond the syllabi limits and most of the students benefit from these programmes

The curriculum is supplemented with non – credit courses like physical education, music and dance. Special yoga clinics and aerobic activities are held from time to time for students, staff and outsiders as well. Participation in various games not only improves the physical well – being of the students but also brings glory to the college by getting prizes at various levels. Similarly art, music and dance brings discipline and tranquility in the students. It motivates them to participate in various festivals/carnivals/Inter – Intra college competitions and youth festivals. In doing so, there is a great deal of inter – disciplinary learning experiences for students as they work together with fellow students and instructors from different areas. Orientation programs are held in the beginning of every academic session.

### **1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?**

#### **Enrichment Programmes**

The faculty augments the curriculum with their own knowledge and expertise thereby refining the employability quotient of the students.

- The institution is very actively involved in enriching and organizing the curriculum as per the needs of the dynamic employment market
- Student enrichment programmes are held in the form of special lectures / workshops / seminars with the help of external experts on recent developments which explore innovative techniques and latest technology in the field of Home Science
- Educational trips to various industries are organised to acquaint the students with the production processes and the latest technology being used in the industries. On Job Training with industrial houses and media groups is an integral part of the existing curriculum. The students get hands-on experience in a professional atmosphere; thus readying them for future job situations
- Community outreach activities are taken up to teach various activities related to different aspects of Home Science

- The college Alumni association puts in its active help in enriching the students with entrepreneurial skills and expose the students to the current market and employment opportunities
- Efforts are continuously made to sensitize the students regarding the new softwares to upgrade their skills necessary for competitive job market. Workshops and special lectures on various softwares like Tuka-CAD, Rich peace, Corel Draw, Photoshop and AutoCAD are conducted in the departments to fortify students' skills in apparel designing, textile designing, pattern making and architectural plans to cope up with the industrial requirements
- The college encourages students to participate in presentations, debates and declamations, extempore and elocution competitions to hone their communication skills and emerge as confident individuals
- Placement Cell endeavors to make the outgoing class career ready. It provides information about job vacancies and job oriented courses/classes in the region. A Copy of the Employment News is also made available in the library. Training sessions are also conducted on regular basis to equip the students with job oriented skills.

**1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?**

The college makes conscious efforts to incorporate socially relevant issues into the curriculum through different cells and societies functioning in the college. A few of the programs are enumerated below:

**Gender sensitization:** The college focusses on sensitizing the girls by conducting various seminars, skits, debates and Interactive sessions on different topics related to women empowerment, female foeticide, save girl child and gender sensitization within and outside the college.

**Climate Change:**

- The institute is wholly committed to make the students more aware of protecting the environment
- Various seminars, lectures are conducted on issues like Global warming, Air, Water and Noise Pollution, and Environment sensitization

**Environmental Education:**

- Environmental studies is a compulsory subject prescribed in Panjab University syllabi. So, lectures on environment awareness are part of the curriculum. The college runs a registered environment society 'HARITA'
- Environment preservation is of paramount importance. The college makes all round endeavors to spread awareness about the need for environment protection among students through energy conservation programmes. A number of medicinal/herbal and other ornamental trees are planted every year in the college campus. Students are encouraged to maintain a plastic free campus and take up research projects for reuse, reduce and recycle waste.

#### **Human Rights:**

- To maintain the dignity and integrity of the students/staff or anybody else for that matter the college makes all out efforts by organizing workshops/seminars/talks on the issues related to Human Rights and self-defense
- The college practices Zero-tolerance on ragging. The Anti Ragging cell is active in the campus of the Institution and ensures comfortable initiation of the students into the college life

#### **Information and Communication Technology:**

- The college has 3 lecture theatres and 14 classrooms spread over three floors of the college building. Almost all the teaching spaces are equipped with ICT (Information and communication Technology) facilities
  - Introduction to computer fundamentals, enable the students to learn the latest technology
  - The faculty utilizes information and communication technology tools like Smart classrooms and Over Head Projector (OHP) as a part of effective teaching
  - Well equipped computer labs are provided to the students. They are exposed to new softwares like AutoCAD, Statistical Package for Social Sciences (SPSS), Rich peace, Dietcal, Tuka-CAD, Coral Draw for the upgradation of their skills

#### **1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?**

- **moral and ethical values**
- **employable and life skills**

- **better career options**
- **community orientation**
- The institution always tries to maintain the spirit of its motto “*Knowledge for Service*” by its Value Added efforts.  
Apart from holding lectures/workshops/seminars/talks the college also organizes morning assembly and tutorials.

### **Moral and Ethical Values**

- Lectures on moral and ethical values are organized regularly for the students
- The Institution’s National Service Scheme (NSS) team regularly visits the adopted village -Khuda Ali Sher and surrounding areas to promote awareness on various social, moral and ethical principles in addition to skill development programs
- The students are encouraged to participate in different awareness programmes like Acquired Immune Deficiency Syndrome (AIDS) awareness, Blood Donation Camps, Breast Feeding, Cancer Awareness and Road Safety
- The Environment Club takes initiative in creating awareness of eco friendly environment

### **Employable and Life Skills**

- All the courses of the institution aim at the overall development of the students including skill development with specific significance on placements
- The course content is designed in such a way that the students can opt for higher studies either in the same subject or in allied subjects. Moreover, this helps them in aiming for better career options
- The curriculum focuses on development of skills thereby improving employability. Details of which are mentioned in section 1.2.1

### **Better Career Options**

Revision of the syllabus in 2007, 2009 and 2013 was done so as to provide better career options. In addition to the syllabus revision, we conduct the following programs:

- The college provides regular computer classes for all students to be Information Technology savvy. Knowledge is imparted in Basic Computer Operations, MS office, Internet operations, video/audio editing
- Special training sessions on Interview Skills, Personal Interviews, Body Language, Analytical Abilities and Resume/Curriculum Vitae (CV) writing
- Holding mock interviews
- Organizing workshops on career opportunities and employability skills
- Interactions with professionals from contemporary fields
- On - Job - Training with industrial houses, educational institutions and healthcare industry
- Placement cell regularly meets the final year students and guides them for best opportunities available for placement and holds campus placements
- The college provides regular computer classes for all students to be Information Technology savvy
- Faculty always provide guidance to the students for higher education and placements
- The class for Personality Development helps to improve communicative English skills of the students to meet the national and international market standard

### **Community Orientation**

- Community services are carried out through the teams of institution's National Service Scheme and National Cadet Corps
- National Service Scheme and National Cadet Corps promotes awareness among the surrounding areas and nearby villages. Moreover, college has adopted a village named as 'Khuda Ali Sher', where National Service Scheme team visits regularly and guide the villagers for their overall growth in terms of hygiene, clothing and dressing, nutrition and health and skill development to help them in enhancing their creative skills
- Environment club of the college takes initiative in creating awareness among the students and the general public regarding plastic free and ecofriendly environment

### **1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?**

A workshop on "Existing Syllabi- Reflection and Revision" was organized in December 2012. The curriculum workshops for English, Home Science, Botany, Biotechnology, Zoology and Sociology were organized in our college and the inputs



of all concerned stakeholders were taken as far as difficulty factor, student response, topical relevance. is concerned. The report regarding changes, additions and deletions was duly forwarded to the authorities for necessary action.

**Students:** The opinion regarding the syllabi and delivery mechanism is expressed by the students. The teachers also collect the exit level feedback from the graduates regarding the teaching-learning processes at the end of the academic year. Oral responses are also considered during class and tutorials where students are encouraged to express themselves freely. There is provision of a suggestion/complaint box in the college which is used by the students extensively to voice their opinions regarding every aspect of college life. All efforts are made to deal with the suggestions/complaints. The identity of the complainant is kept a secret. During extension activities undertaken by students and teachers, valuable feedback is received which is noted and acted upon. Case in point being the regular interaction with the Sarpanch and other residents of Khuda Ali Sher village with National Service Scheme volunteers.

**Alumni:** The institution always tries to take the formal feedback of the alumni during the annual meet and informally during faculty-alumni interactions. Feedback is taken regarding job avenues and social competence of students in 21<sup>st</sup> Century.

**Parents:** Feedback from the parents is collected informally during the Parent Teacher Meetings, so as to help the institution in enriching the curriculum by introducing new programs. The feedbacks of students, faculty, alumni, parents, industries, are analyzed in the light of course content and quality of teaching. The college communicates timely information regarding lecture shortage, class response, attendance and behavioral aspects to the parents about their wards and invites them to resolve issues through discussion.

**Industries:** The feedback is obtained from the employers on regular basis. Student performance reports (post On Job Training) from the industry/media provide feedback for need-based improvements in the curriculum.

**Academic council:** The institution collects feedback during conferences and symposium from guest faculty and visiting faculty for upgradation of the curriculum. The feedback is usually informal and oral.

### **1.3.5 How does the institution monitor and evaluate the quality of its enrichment programmes?**

The college has a very transparent way to monitor and evaluate the quality of its enrichment programs.

- The evaluation system based on house examinations held in September and December and the Annual/Semester examinations held in April/May
- Periodic class tests are conducted to ensure revision and comprehension of the lessons taught in the class
- The students are also assessed on the basis of class participation, seminars, presentations and assignments
- Students who excel in various co-curricular activities like sports, dance, music and art are awarded appreciation certificates

#### **1.4 FEEDBACK SYSTEM**

##### **1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?**

###### **The contribution of the Institution in designing and development**

This is the only institute affiliated to the Panjab University, Chandigarh, which is running the specialized skilled courses of Bachelor of Science (Home Science) and Master of Science (Home Science) which are indigenously designed and developed by the experienced faculty of the college. Presently, 09 faculty are members of Board of Studies in Home Science, Panjab University. All the faculty members are involved in designing/development/revision/revamping of the curriculum which is then approved by the Board of Studies.

##### **1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?**

Yes, regular feedback is obtained from students and the same is analyzed in a strategic way. All useful suggestions for the curriculum improvements and upgradation of the institution are considered and discussed with the Board of Studies constituted by the University. (Refer to 1.1.6 and 1.4.1)

##### **1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?**

During the last four years, the college has revamped existing Bachelor of Science in Home Science course into five specializations. The rationale for introducing new courses/programmes is to;

- allow vertical mobility within the programmes
- develop employability skills among the students
- make them suitable for regional and global employment markets
- improve the soft skills of the graduating class

**Apparel and Textile design:** This course creates the awareness among the students regarding current trends, new developments and technological changes in the field of fabric and apparel industry.

**Dietetics:** The dietitians being aware of the nutritional value of foods benefit the people and community at large through counselling and community health programmes. Specializations in dietetics also train the students to be absorbed as nutrition and health experts in various health clubs, schools, Non Governmental Organizations.

**Human Development and Family Relations course:** It provides an in-depth knowledge base and skill training to students to be effectively absorbed in various agencies working with Child Welfare, Social Welfare, education and Human Development. Students also get placements in various Non Governmental Organizations, hospital setups as counsellors and psychologists.

**Interior Design Management:** Students after pursuing this course can work as free-lancers and co-workers with architects, designers in décor houses, real estate companies besides enormous opportunities in private and public enterprises and teachers in Polytechnic institutes.

**Bachelor of Science in Home Science:** It is a unique field of knowledge which caters to the present day needs of education in order to meet the rapidly changing demands of family life and the multiple roles that women have to play in home as well as professional life. The different areas of specialization concentrate on providing suitable training to the students for various job opportunities. The trained graduates and postgraduates are absorbed in hospitals, industrial units, hotel industries, and health fitness clubs and also as teachers, counsellors, sales managers, designers, consultants and field workers in extension education and community development programmes.

**Bachelor of Science in Fashion Designing (Self Financing course):** To enable the students to acquire skills in garment designing, pattern development and garment construction. Further, it also encourages the students in various aspects of this field like textile science, needle craft, Computer Aided Designing, fashion

design and illustration techniques, portfolio presentation, fashion merchandising and fashion/textile designing.

**Post Graduate Diploma in Child Guidance and Family Counselling:** There is a need for counsellors in all spheres of life. The course content of the diploma was developed to prepare counsellors to deal with problems and offer interventions over the life span. All the schools have already taken initiative to engage counsellors to deal with diverse issues and also offer path in choosing careers based on related counselling. Higher education institutes have taken the services of counsellors to deal with personal and academic issues. Other allied fields like hospitals and human resource industry also have a demand for counsellors. It has given the graduates one more area of taking up specialization at post graduate level.

**Note:** All the Bachelor of Science in Home Science and Post Graduate Diploma Courses have been changed from Annual System to Semester System since 2014 – 2015 and 2015 – 2016 respectively.

## **CRITERION II: TEACHING-LEARNING AND EVALUATION**

### **2.1 Student Enrolment and Profile**

#### **2.1.1 How does the college ensure publicity and transparency in the admission process?**

The college ensures publicity and transparency through:

- Awareness drive amongst the 10+2 school children by putting up colourful posters in the schools, giving information about the various courses offered in the college
- Detailed admission notice is published in the regional and national newspapers as well as on official website of the college.
- Preparing merit list of the candidates after thorough scrutiny of the admission forms received by the due date
- Eligibility criteria and reservation quotas are strictly followed
- Merit lists are displayed on the college notice board 24 hours before the date of counselling
- For the convenience of the candidates, the list is also uploaded on the college website
- Admissions are carried out as per the schedule given in the prospectus.

#### **2.1.2 Explain in detail the criteria adopted and process of admission, Ex.**

**(i) Merit**

**(ii) Common admission test conducted by state agencies and national agencies**

**(iii) Combination of merit and entrance test or merit, entrance test and interview**

**(iv) Any other to various programmes of the Institution.**

The criterion adopted for the admissions is the merit of the candidates which is based on the marks obtained in the qualifying examination and other permissible weightage.

#### **2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.**

The minimum and maximum percentage of marks for admission at entry level for each of the programs offered by the college is given below in the table.

**Minimum and Maximum Percentage of Marks for Admission to Various Courses  
(From session 2011-12 to 2015-16)**

Name of the Programme	2011-12		2012-13	
	Minimum marks (%)	Maximum marks (%)	Minimum marks (%)	Maximum marks (%)
B.Sc. Home Science				
a) Apparel and Textile Design	47.4	90.0	43.6	94.2
b) Composite	43.0	82.2	50.6	97.6
c) Dietetics	64.4	85.2	58.5	90.2
d) Child Development/Human Development & Family Relations	49.8	76.4	52.0	68.0
e) Interior Design Management	53.4	76.8	52.5	68.0
f)* <b>Hospitality Management</b>				
B.Sc. Fashion Designing	52.6	87.4	51.1	89.6
M.Sc. H.Sc. ( Foods and Nutrition)	67.9	78.1	67.8	81.8
M.Sc. H.Sc. (Clothing and Textiles)	64.2	78.6	69.6	90.7
M.Sc. H.Sc. C.D. (2011-12) M.Sc. H.Sc. (H. D. F. R. 2012-13 )	62.2	78.8	71.5	81.9
P.G Diploma in Nutrition and Dietetics	52.9	76.2	53.2	72.5
P.G. Diploma in Fashion Designing	54.4	75.6	50.0	79.1
P.G. Diploma in Child Guidance And Family Counseling( Course started w.e.f. session 2010-11)	50.8	75.1	57.4	74.2

Name of the Programme	2013-14		2014-15		2015-16	
	Minimum marks (%)	Maximum marks (%)	Minimum marks (%)	Maximum marks (%)	Minimum marks (%)	Maximum marks (%)
B.Sc. Home Science a) A.T.D. b) Composite c) Dietetics d) H.D.F.R. e) I.D.M. f)* <b>Hospitality Management</b>	92.4	42.6	45.0	90.0	45.0	90.2
B.Sc. Fashion Designing	86.0	50.8	59.4	88.4	54.0	94.0
M.Sc. H.Sc. (Foods and Nutrition)	83.0	64.2	60.2	87.9	68.5	89.9
M.Sc. H.Sc. (Clothing and Textiles)	81.7	60.3	67.2	88.8	72.1	89.2
M.Sc. H.Sc. (Human Development & Family Relations)	78.1	64.3	60.6	81.3	64.2	84.2
P.G Diploma in Nutrition and Dietetics	85.4	52.4	58.7	80.5	58.5	80.9
P.G. Diploma in Fashion Designing	76.9	50.2	55.5	80.0	51.1	72.8
P.G. Diploma in Child Guidance And Family Counseling( Course started w.e.f. session 2010-11)	79.3	61.6	66.4	84.1	58.6	80.1

\*From 2011-12 onwards, the seats of Hospitality Management were merged into those of composite stream.

The college is the only institution offering these courses under Panjab University, Chandigarh. Only P.G. Diploma Nutrition & Dietetics is offered in GCG, Ludhiana, hence a comparison is not possible.

**2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?**

Yes, there is a mechanism in the institution to review the admission process and student profiles annually.

On reviewing the admission process, it was found that

- There were no takers for Hospitality Management. Thus, it was discontinued
- BSc Dietetics and Home Science Composite were more in demand. Therefore, the seats were increased from 20 to 30
- Initially, option for different streams was given at the time of admission but as the students did not have any knowledge of the content, scope and employment opportunities of different streams, they found it difficult to select the stream of their choice at this stage and often requested for a change later on. Keeping in view this problem, the option for the streams is now given in the 2<sup>nd</sup> year
- Criterion for the option is the merit based on weightage as under -
  - 50% for the marks obtained in +2
  - 50% for the marks obtained in B.Sc. Home Science 1<sup>st</sup> year
  - Merit list is prepared and displayed on the notice board with a specified date to finalize the stream selection by the students.

**2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion of SC/ST, OBC Women, Differently abled, Economically weaker sections, Minority community, any other.**

The UT Administration has laid down guidelines for reservation in admission to college. The details are as per Table  
 Furthermore, efforts are made to extend help to needy students in the form of concession in fees, stipends, scholarships, books and stationary, so that they can carry on their studies successfully.

**Reservation of Seats for Admission in all Courses**

<b>Category</b>	<b>U.T. Pool (85% seats)</b>	<b>General Pool (15% seats)</b>
<b>i) SC</b>	<b>14%</b>	<b>15%</b>
<b>ii) ST</b>	<b>----</b>	<b>5%</b>
<b>iii) Differently abled / Physically Challenged Persons</b>	<b>3%</b>	<b>3%</b>
<b>iv) Wards of Freedom Fighters</b>	<b>2%</b>	<b>2%</b>
<b>v) Wards of Defence/Paramilitary Personnel*</b>	<b>5%</b>	<b>----</b>
<b>vi) Sports Categories</b>	<b>2%</b>	<b>2%</b>
<b>vii) Single Girl child/One of the girls of a couple having two girls</b>	<b>An additional seat</b>	



<b>viii) Cancer, Thalassemia and AIDS patients</b>	An additional seat
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- Concession to the Direct Descendants of Kargil Martyrs (1 seat)
- NCC (weightage of 1% for certificate B and 2% for certificate C)
- NSS (weightage of 1% in marks).

**2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.**

**Details for Various Programmes Offered by the Institution during the Last Four Years**

PROGRAMMES	2010-11		
	Number of applications	Number of students admitted	Demand ratio
U.G.			
B.Sc. H.Sc. 1 <sup>ST</sup> YR.	144	105	1:1.2
B.Sc. F.D. 1 <sup>ST</sup> YR.	90	26	1:3
P.G.			
M.Sc. F.N.	105	12	1: 8.7
M.Sc C.T.	58	12	1:4.8
M.Sc. C.D.	88	12	1:7.3
P.G. DIPLOMA			
ND	92	24	1:3.8
FD	32	12	1:2.6
CGFC	44	12	1:2.9
ANY OTHER ADVANCE DIPLOMA IN CGFC	-----	-----	

PROGRAMMES	2011-12			2012-13		
	Number of applications	Number of students admitted	Demand ratio	Number of applications	Number of students admitted	Demand ratio

U.G.						
B.Sc. H.Sc. 1 <sup>ST</sup> YR.	148	77	1:1.2	154	92	1:1.2
B.Sc. F.D. 1 <sup>ST</sup> YR.	76	30	1:2.5	83	29	1:2.7
Post Graduation						
M.Sc. F.N.	79	12	1:6.5	128	12	1:10.6
M.Sc. C.T.	54	11	1:4.5	63	12	1:5.2
M.Sc. H.D.F.R.	54	11	1:4.5	64	24	1:5.3
P.G. DIPLOMA						
Nutrition and Dietetics	68	24	1:2.8	64	23	1:2.6
Fashion Designing	19	03	1:1.5	17	12	1:1.4
Child Guidance and Family Counselling	28	11	1:1.8	55	14	1:3.6

	2013-14			2014-15		
PROGRAMMES	Number of applications	Number of students admitted	Demand ratio	Number of applications	Number of students admitted	Demand ratio
Under Graduate						
B.Sc. H.Sc. I	213	114	1:1.7	209	119	1:1.7
B.Sc. F.D. I	118	31	1:3.9	107	29	1:3.5
P.G.						
M.Sc. F.N.	100	13	1:8.3	124	13	1:10.3
M.Sc. C.T.	51	13	1:4.2	65	12	1:5.4
M.Sc. H.D.F.R.	72	12	1:6	72	11	1:6
P.G. DIPLOMA ND	100	18	1:4.1	93	28	1:3.8

FD	32	12	1:2.6	30	09	1:2.5
CGFC	57	14	1:3.8	57	16	1:3.8

- Decrease in applications received for Advanced P.G. Diploma in Child Guidance and Family Counseling in the session 2009-10. It was because of the high fee as this course was a self-financing course. Therefore, a new course- P.G. Diploma in Child Guidance and Family Counseling was introduced in session 2010-11.

## 2.2 Catering to Diverse Needs of Students

### 2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The college is sensitive towards the needs of differently-abled students.

- The college shows its commitment to such students by not only reserving seats for them in admission to various courses but also exempting them from payment of tuition and admission fees
- Eminent speakers are invited to generate awareness towards the needs of differently abled
- Examination of such candidates are conducted at the ground floor
- Recently, the plan for making ramp has been approved by the architecture department.

### 2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

No. The admissions are done based on Merit and the college becomes aware of the gaps in knowledge and skills only after the students join the courses.

### 2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc)

- The college provides Remedial classes for the academically weak students
- Enrichment talks on personality development classes are conducted to groom the students and enhance their overall persona.

### 2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The college sensitizes its staff and students on issues such as gender, inclusion, environment in following ways:

- Encouraging students and staff participation in various poster and collage making competitions on gender and environment issues
- Awareness rallies and talks to create awareness about female foeticide, crime against women, domestic violence and women rights are organized from time to time to enlighten the students about the concurrent social issues
- Stage and street plays as well as puppet shows on gender and environment issues
- 'Harita' the environment club organizes environmental week. Activities like quiz competitions, tree plantation drive and screening of films on environmental consciousness are undertaken. Students are encouraged not only to prepare brochures, posters, collages and make slogans on such social issues but also to disseminate the information in class as well as to the backward and rural communities through various outreach activities
- Talks and skits on gender issues
- Promotion for a plastic and polythene free campus.

### **2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?**

The institution identifies the advance learners in the following ways:

- By assessing their class performance (Interaction)
- By analyzing their marks secured in various examinations
- By the quality of their answers, presentations and assignments
- By promptness and regularity in submission of assignments and quality of the subject matter
- Academic performance
- By monitoring their attendance, punctuality and discipline
- Supervising student's participation in co-curricular activities

The institution responds to special educational / learning needs of advanced learners:

- Advanced learners are provided special coaching.
- By providing extra books from the library.
- By giving them information regarding different educational websites.
- By giving them information regarding competitive exams.
- By encouraging students to participate in seminars and workshops.

### **2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?**

- Examination cell keeps the academic records of the students in terms of terminal examinations, internal assessment and university examination
- Special classes are held for weak students, physically challenged, slow learners and economically weaker sections
- Parent teacher meetings are held from time to time.

## **2.3 Teaching-Learning Process**

### **2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.).**

Academic calendar of Panjab University is followed for the academic session. The schedule is given below for:

- Admission schedule
- Onset of teaching classes
- Terminal exams
- University exams
- The syllabus is planned by the teacher concerned in consultation with the department and executed accordingly
- Meetings are held from time to time to monitor the progress of syllabus coverage
- Students are evaluated for
  - Assignments
  - Project work
  - Class tests
  - Terminal/House examinations
- Internal Assessment is based on the performance of the students on the above mentioned parameters and attendance
- At the end of the session, university examinations are held.

### **2.3.2 How does IQAC contribute to improve the teaching –learning process?**

IQAC contributes to improve the teaching learning process in the following ways:

- All the teaching staff members submit periodic/annual teaching plans for conduct of theory and practical classes to their respective head of departments
- Monthly reports are collected from the teaching staff where in teachers give information regarding coverage of syllabus during that particular month
- In case where syllabus was not covered as per schedule, the teachers provide the revised plan
- Reviewing the feedback of the students and taking the necessary measures as per their suggestions.

### **2.3.3 How is learning made more student-centric? Give details on the support**

**structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?**

The college combines traditional and modern methods of imparting education with lot of emphasis on holistic development of the students. The lecture method of teaching is implemented by adopting the following methods to make learning student centric:

Method	Details
Lecture Method	White board, Green Boards and Interactive panels.
Interactive Method	Tutorials, quiz, group discussions, paper presentation.
Computer Assisted	Power Point Presentation, use of CD's and DVD's, LCD Projectors.
Experimental	Demonstrations, field trips, educational and industrial tours.
Project-based	Students study projects in various subjects, both individual and group projects-mentored by faculty members.
Seminars	Student seminars are held.
Display	Library facilities, theme based display.

**2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?**

The college nurtures critical thinking in the following ways:

- Assignments and projects on current trends in the respective fields
- Organizing group discussions
- Well- equipped library with ever increasing regular addition to its stock of latest books and journals recommended by faculty and internet connectivity.

The college nurtures creativity in the following ways:

- Conducting departmental activities and competitions with focus on creativity in food product development, literary, music, sports, stitch craft and interior development in the college
- Encouraging the students to participate in various cultural programs to show their talent and to nurture their creativity, Various competitions like poster making, slogan writing, writing competitions, best out of waste, dance and music are organized at zonal & University level
- Holding Fashion Show

For scientific temper:

- Post-graduate departments of the college contributes in nurturing scientific temper amongst students through dissertation as a part of their curriculum.

**2.3.4 What are the technologies and facilities available and used by the faculty for**

**effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.**

Following are various technologies and facilities available and used by the faculty for effective teaching:

- Over Head Projectors and Audio-visual aids are used to supplement classroom teaching
- Computer lab with internet facility, conference room and auditorium with LCD projectors, smart class rooms laboratories
- The faculty and the students have free access to internet both in their respective departments and library
- All the faculty members are given training in utilizing the ICT facilities in the college
- A variety of books, magazines, journals and internet facilities are made readily available in the library
- The teachers are provided an online facility 'INFILBNET' to have access to source of reading material in the form of e-books and journals to keep them updated with recent advances in their respective fields.

### **2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?**

- Basic concepts are explained through lecture method (chalk and talk method), additional inputs are provided to the students through demonstration and interactive methods. (PPTs)
- Expert and guest lectures are conducted by inviting eminent academicians to expose faculty and students to advance level of knowledge and skills
- Seminars and workshops are conducted for the students on topics of latest development in their respective areas. Faculty members also attend and present papers in workshops, conferences and seminars at state, national and international levels
- The faculty members are also encouraged to organize and take part in seminars and conferences
- Faculty members are encouraged to attend orientation courses, refresher courses and faculty development programmes conducted by the academic staff colleges of various universities
- Training programs are organized to equip the students with necessary career related skills
- Industrial visits are organized to get first-hand knowledge of manufacturing or administrative unit.

**2.3.7 Detail (process and the number of students\benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advises) provided to students?**

- There is a counselling cell in the college run by the qualified counsellors from the department of Human Development and Family Relations which help students to overcome various problems encountered by them in their personal/professional life
- Initial counseling regarding personal and specific adjustment problems in the college and outside is provided by the tutor who is a mentor for a group of 15-20 students. The tutor meets the students once a week formally and interacts with them regularly
- If need be, the trained counselor from the Department of Human Development and Family Relations is made available to the students by their tutors
- Active parental involvement is also sought where the issues related to families affecting the students are discussed
- Cognitive Behavioral Therapy, Rational Emotive Behavior Therapy, Art Therapy are some of the techniques used by the counsellor for dealing with the problems
- Counselling services made available to the students are:
  - **Academic Counselling:** Comprising of issues related to stress and depression due to self induced or parental pressures, time management, study habits and techniques.
  - **Personal counselling:** Services are provided on relationship issues, family issues, adjustment issues and interaction among students.
  - **Career related counselling:** Students are given knowledge about various careers and opportunities.
  - **Psycho- social counselling:** The types of cases handled in the college include anger management, anxiety, depression, OCDs and premarital counselling.
  - All the students of the college are benefitted from the counselling and mentoring scheme of college. Rather it is the distinctive feature of the college that students are trained to become professional counsellors and help society by being better citizens.

**2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?**



- Most of the teachers supplement the lecture method of teaching with other innovative methods such as use of OHP, LCD projectors, visualizers and interactive panel regularly
- Class presentations, group discussions, film shows, field trips and industrial visits are also conducted
- The college organizes several workshops and training to encourage the faculty to adopt new approaches to teaching
- The college faculty is provided training for the use of computers by the computer department of college. They were also trained for the use of interactive panels
- Various softwares like Coral draw, Adobe Photoshop, Tukacad, Richpiece, are brought in regular use for Designing purpose
- Regular teaching method of chalk and talk along with the use of ICT has encouraged students not only to pay attention and understand the subject better but also to grasp and remember it for a longer time. This has also led to increase in attendance and participation of students in the lessons taught and learnt.

### **2.3.9 How are library resources used to augment the teaching-learning process?**

- The library provides books for reference and internet facility to students so that they can complete their projects and assignments with quality inputs
- Faculty members have the freedom to give requisition to library for procuring reference books and new editions
- Library has approximately 32000 books for the faculty and the students
- Besides all books, magazine, subject journals and newspapers in Hindi, English and Punjabi. The college has INFLIBNET facility to update subject knowledge of the teachers and students in the form of e-books and journals
- The Library has a computerized list of books and journals for the convenience of the faculty and students
- Question Bank and syllabus repository are kept to help the students and teachers for reference.

### **2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.**

No, the institution does not face any challenges in completing the curriculum within the planned time frame and calendar.

### **2.3.11 How does the institute monitor and evaluate the quality of teaching learning?**

- Considerable efforts have been put by the college to ensure an environment of excellence in all aspects of teaching and focus is also laid on improving the quality of education and evaluation
- Strict discipline is ensured so that students attend classes regularly
- Through two house examinations, regular assignments, projects, quizzes and informal discussions, the quality of teaching and learning is assessed
- The quality of teaching is also evaluated by taking feedback from the students
- Through IQAC academic audit is carried out by the Principal.

## 2.4 Teacher Quality

**2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum**

Process of requisition of new staff

- The recruitment is strictly according to the rules of Panjab University
- Chandigarh Administration grants sanction for new posts
- Advertisement and recruitment is carried out through Union Public Service Commission, New Delhi
- However, the recruitment of temporary staff/resource person is strictly according to the rules of Chandigarh Administration.

Highest Qualification	Professor	Associate Professor	Assistant Professor		Total
	Female	Female	Male	Female	
Permanent faculty: 21					
Ph.D.	01	05	02	05	13
M.Phil.	-	01	-	01	02
P.G.	-	04	-	02	06
Contractual faculty: 19 (17+2)					

Ph.D.	-	-	01	03	04
M.Phil.	-	-	-	01	01
P.G.	-	-	01	13	14
Guest Faculty/ Resource Persons :13					
Ph.D.	-	-	-	01	01
M.Phil.	-	-	-	-	-
P.G.	--	-	-	12	12

**2.4.2 How does the institution cope with the growing demand/scarcity of qualified senior faculty to teach new programmes/modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.**

Not Applicable

**2.4.3 Providing details on staff development programmes during the last four years. Elaborate on the strategies adopted by the institution in enhancing the teacher quality.**

**a) Nomination to Staff Development Programmes**

Academic Staff Development Programmes	Number of faculty nominated				
	2010-11	2011-12	2012-13	2013-14	2014-15
Refresher courses	--	4	3	1	1

<b>HRD Programmes</b>	--	--	--	--	<b>1</b>
<b>Orientation Programmes</b>	<b>1</b>	--	--	--	--
<b>Staff training conducted by the university</b>	--	--	--	--	--
<b>Staff training conducted by other institutions</b>	<b>3</b>	<b>1</b>	<b>4</b>	--	--
<b>Summer/ winter schools, workshops etc.</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>

**b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching- learning**

Nil.

**2.4.4. What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)**

- The College extends complete support for the professional development of the teachers
- The faculty is encouraged to pursue Ph. D through faculty development schemes of UGC
- The College sanctions paid leaves and reimburses the expenses of the staff members who participate in seminars, conferences, workshops, etc. at state, national and international levels
- Faculty members are given duty leave for participating in orientation and refresher courses
- The institute also conducts seminars, workshops and special lectures for the benefit of the faculty.

**2.4.5 Give the number of faculty who received awards/recognition at the state, national and international level for excellence in teaching during the last four years.**

**Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.**

Nil.

**2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?**

Yes, the institution has introduced evaluation of teachers by the students.

**At students' level:**

- At the end of the session students' feedback is collected through structured questionnaire. A teacher is evaluated on various parameters which includes her/her knowledge regarding her subject matter, use of audio-visual aids, innovative method introduced, communication skills, punctuality, encouragement to students to ask questions and problems solving capabilities
- The feedback received from the students is discussed and analyzed in the departmental meeting and appropriate measures are taken.

**At Administrative level:**

- Through ACR's, the faculty is evaluated on various dimensions such as university examination results, seminars/conferences/workshops attended, paper presentations at national and international level, research projects undertaken, use of innovative teaching practices, co-curricular activities undertaken and extra duties performed
- Feedback is given to the teachers.

## **2.5 Evaluation Process and Reforms**

**2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?**

- The evaluation and examination process is as per the university norms
- The evaluation process is made available to the students in the prospectus. Information is also provided in the orientation program to the new comers and their parents
- For home examination, unit test and other evaluative tests, the process is explained by the concerned faculty member.

**2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?**

The continuous evaluation is based on the

- Term papers
- Sessional work
- Group discussions
- Brief presentations
- Assignments and projects
- Terminal examinations.

### **2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?**

- For effective implementation of the evaluation reforms, the staff is well and timely informed about such moves of the university. Furthermore, the examination of the college ensures that the same is being implemented.

### **2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.**

Formative Evaluation Approach:

- Regular observation of students in the class, question answers during the lecture, seminar, presentations, group discussions and quizzes are conducted to assess the depth of the understanding of the students. Formative assessment is an approach to evaluate the overall performance of the students
- Answer sheets of the house tests are shown to and discussed with the students so that they can identify areas for improvement
- Special awards are given to students who excel in academics and other fields.

For summative evaluation, university pattern is followed.

- The performance of student is evaluated in two components
  - Internal component: Internal component includes internal assessment based on tests, practical work, assignment/project presentation, active participation and overall performance

- External component: External component includes final theory and practical examination conducted by Panjab University at the end of each course/ programme.

**2.5.5 Enumerate on how the institution monitors and communicates the progress**

<b>Title of the Programme</b>	<b>Number of Students Appeared</b>	<b>Total Students Passed</b>	<b>Pass Percentage of Students</b>
B.Sc. Home Science 1 <sup>st</sup> year	77	65	84.4
B.Sc. Home Science 2 <sup>nd</sup> year	79	67	84.8
B.Sc. Home Science 3 <sup>rd</sup> year	85	79	92.9
B.Sc. Fashion designing 1 <sup>st</sup> year	30	26	86.6
B.Sc. Fashion designing 2 <sup>nd</sup> year	24	21	87.5
B.Sc. Fashion designing 3 <sup>rd</sup> year	27	27	100
M.Sc. Food and Nutrition	12	12	100
M.Sc. Clothing and Textiles	10	10	100
M.Sc. Child Development	12	12	100
P.G. Diploma in Nutrition and Dietetics	21	21	100
P.G. Diploma in Fashion Designing	03	03	100
Post graduate Diploma in Child Guidance and Family Counselling	11	11	100

**and performance of students through the duration of the course/programme? Provide an analysis of the students' results/achievements (Programme/course wise**

**for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.**

- For monitoring the performance of the students, the college has a committee headed by the academic coordinator
  - For home examinations and internal assessment, the faculty members communicate the results and counsel and guide the students for better performance
  - Annual examination performance is communicated to the student through marks sheets given by the affiliating university
  - The progress and performance of the students both in internal and external examinations is discussed in the staff meetings and remedial steps are initiated.
- The students' results has been shown for the last four years in Table.

**Students' results/achievements (Programme/course wise for last four years)  
2011-12**

<b>Title of the Programme</b>	<b>Number of Students Appeared</b>	<b>Total Students Passed</b>	<b>Pass Percentage of Students</b>
B.Sc. Home Science 1 <sup>st</sup> year	77	65	84.4
B.Sc. Home Science 2 <sup>nd</sup> year	79	67	84.8
B.Sc. Home Science 3 <sup>rd</sup> year	85	79	92.9
B.Sc. Fashion designing 1 <sup>st</sup> year	30	26	86.6
B.Sc. Fashion designing 2 <sup>nd</sup> year	24	21	87.5
B.Sc. Fashion designing 3 <sup>rd</sup> year	27	27	100
M.Sc. Food and Nutrition	12	12	100
M.Sc. Clothing and Textiles	10	10	100
M.Sc. Child Development	12	12	100
P.G. Diploma in Nutrition and Dietetics	21	21	100
P.G. Diploma in Fashion Designing	03	03	100
Post graduate Diploma in Child	11	11	100



Guidance and Family Counselling			
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**2012-13**

<b>Title of the Programme</b>	<b>Number of Students Appeared</b>	<b>Total Students Passed</b>	<b>Pass Percentage of Students</b>
B.Sc. Home Science 1 <sup>st</sup> year	92	87	94.5
B.Sc. Home Science 2 <sup>nd</sup> year	68	68	100
B.Sc. Home Science 3 <sup>rd</sup> year	67	64	95.5
B.Sc. Fashion designing 1 <sup>st</sup> year	29	26	89.6
B.Sc. Fashion designing 2 <sup>nd</sup> year	27	27	100
B.Sc. Fashion designing 3 <sup>rd</sup> year	20	20	100
M.Sc. Food and Nutrition	12	12	100
M.Sc. Clothing and Textiles	11	08	72.7
M.Sc. Human Development and Family Relations	10	10	100
P.G. Diploma in Nutrition and Dietetics	23	21	91.3
P.G. Diploma in Fashion Designing	12	11	91.6
Post graduate Diploma in Child Guidance and Family Counseling	14	14	100

**2013-14**

<b>Title of the Programme</b>	<b>Number of Students Appeared</b>	<b>Total Students Passed</b>	<b>Pass Percentage of Students</b>
B.Sc. Home Science 1 <sup>st</sup> year	114	87	76.3
B.Sc. Home Science 2 <sup>nd</sup> year	90	88	97.7
B.Sc. Home Science 3 <sup>rd</sup> year	68	66	97.05
B.Sc. Fashion designing 1 <sup>st</sup> year	31	31	100
B.Sc. Fashion designing 2 <sup>nd</sup> year	26	26	100
B.Sc. Fashion designing 3 <sup>rd</sup> year	27	27	100
M.Sc. Food and Nutrition	12	11*	91.6
M.Sc. Clothing and Textiles	12	08**	66.6
M.Sc. Human Development and Family Relations	10	10	100

P.G. Diploma in Nutrition and Dietetics	18	12	66.6
P.G. Diploma in Fashion Designing	12	12	100
Post graduate Diploma in Child Guidance and Family Counseling	14	14	100

**2014-15**

<b>Title of the Programme</b>	<b>Number of Students Appeared</b>	<b>Total Students Passed</b>	<b>Pass Percentage of Students</b>
B.Sc. Home Science 1 <sup>st</sup> year	119	89	74.7
B.Sc. Home Science 2 <sup>nd</sup> year	93	81	87.09
B.Sc. Home Science 3 <sup>rd</sup> year	86	83	96.5
B.Sc. Fashion designing 1 <sup>st</sup> year (semester system)	29	18	62.06
B.Sc. Fashion designing 2 <sup>nd</sup> year	29	29	100
B.Sc. Fashion designing 3 <sup>rd</sup> year	26	25	96.1
M.Sc. Food and Nutrition	13	-	Result awaited
M.Sc. Clothing and Textiles	13	-	Result awaited
M.Sc. Human Development and Family Relations	12	-	Result awaited
P.G. Diploma in Nutrition and Dietetics	28	-	Result awaited
P.G. Diploma in Fashion Designing	09	04*	44.4
Post graduate Diploma in Child Guidance and Family Counseling	16	16	87.5

\*01 Student's result has been declared RL (Result awaited)

\*\*04 Students' result have been declared RL (Result awaited)

\*03 Students' result have been declared RL (Result awaited)

**2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.**

- Transparency is maintained by communicating in advance the method of evaluation in the prospectus during the orientation programme to the newcomers
- The actual internal assessment of the subject is displayed on the notice board of the concerned department and doubts of the student are resolved through discussion
- No weightage in marks is given for behavioral aspects but appreciation certificates, prizes (both in cash and kind) are given to encourage and motivate the students for their initiative and innovations.

**2.5.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.**

- The learning objectives of the subjects are defined in the course syllabi of each subject
- The results of the examinations are one of the important indicators for assessing the achievement of these objectives
- The results of each semester or term are consolidated and analyzed and disseminated to the heads of departments
- In the departmental meetings, the trends of the results of the individual subjects are discussed
- Remedial measures to improve the performance is taken and implemented like remedial classes and extra classes for slow learners, appreciation and giving of prizes to the course toppers.

**2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?**

- Mechanism for redressal of grievances regarding evaluation is as per the rules and regulations of the Panjab University
- At the university level, there is a provision for revaluation and recounting of marks secured in the annual examinations
- At the college level, the students can address their grievances to the academic coordinator for redressal
- For the out of syllabus question, the subject teacher informs the Examination Coordinator /Principal and finally to the Panjab University
- The final decision is taken in Board of Studies based on the facts of the case.

## **2.6 Student performance and Learning Outcomes**

### **2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?**

- The College has clearly stated formative and summative outcome defined for the learner
- The formative outcomes are defined according to the subjects in the departmental meetings conducted by heads of departments. All the staff members give in qualitative inputs in these meetings
- The teachers define the outcomes according to the specific needs of each subject and the heads of departments then put these ideas together and define a departmental formative outcome. These outcomes help in catering to all the learners especially to the advanced learners
- The summative outcomes are quantitative in nature which are defined at the College and departmental levels. These outcomes are generally to improve the pass percentage
- Both these outcomes are discussed in department and staff meetings for the information of the teachers. Further, the same is conveyed to the students through their respective subject teacher.
- The institute has put in place methodology for receipt, analysis and improvement of feedback received from the students on academic management including resource facilities. The feedback received from the students on the teaching faculty is conveyed to faculty for improvement.

### **2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?**

- For teaching various courses, academic calendar is followed by all the teachers
- Teachers use innovative teaching methods for effective teaching-learning experience
- For assessment purposes, departmental meetings are held for planning of teaching schedules and coverage of syllabus, attendance of the students, continuous assessment through class tests and project work, terminal examination, internal assessment, feedback forms of the students and tutorials.

### **2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?**

- Revamping BSc Home Science in various specializations viz-a-viz Apparel and Textile Design, Composite, Dietetics, Human Development & Family Relations and Interior Design and Management
- Upgradation of syllabus from time to time for various courses as per the changing trends in respective fields
- Starting BSc in Fashion Designing by the department of Clothing & Textiles and P.G. Diploma in Child Guidance and Family Counselling by the department of Human Development and Family Relations
- Increasing the number of seats for admission in B.Sc. Home Science (Dietetics), considering its more demand and relevance in the present times.
- Internships in hospitals, industries, child welfare agencies, non-government organizations, women cell and family counselling units
- Personality development classes
- Placement cell.

**2.6.4 How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?**

- Continuous assessment of academic performance of students in terms of assignments, presentations, project work, class tests and terminal exams
- Feedback of the students
- The analysis of the student learning is used to arrange special lectures, workshops, demonstrations and other enrichment activities to overcome the barriers of learning.
- Award list and internal assessment.
- Some of the steps taken are arrangement of extra classes for the weak students, tutor ward system, planning of doubt clearing sessions and conduct of surprise tests

**2.6.5 How does the institution monitor and ensure the achievement of learning outcomes?**

- Regular staff meetings to discuss the results
- Regular classes are conducted by teachers using appropriate teaching methods and aids
- Special classes and special examinations are conducted for slow learners
- Quiz and other competitions are held to evaluate students in respective fields
- Counseling of student is done by qualified counselor if needed.

**2.6.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?**

Following are some of the graduate attributes specified by the college/affiliating university:

- Gender sensitivity
- Interdisciplinary outlook at personal and professional levels
- Multi-tasking abilities with a flexible approach
- Multi-faceted personality with specific temper
- Aesthetically rich outlook.

The college ensures the attainment of all these attributes in the students through its curriculum and activities.

### **Any other relevant information**

The students develop critical and creative skills in the college which is clearly evident from the interactions with the Alumni. The College is committed to developing the students in curricular and co-curricular aspects. The College is able to achieve learner centric atmosphere of education. Active involvement of parents, teachers and learners in the process of education through frequent regular interactions is encouraged.

**CRITERION III:  
RESEARCH, CONSULTANCY AND EXTENSION**

**3.1 Promotion of Research**

The college is a professional college with research being an integral component of our curriculum at the post graduate level. All M.Sc. students of the college have to write a dissertation based on research findings mentored by the faculty members of their respective specializations.

The academic committee and the faculty of the departments liaise and conduct synopsis presentations of dissertations; findings at the end of research study are also shared in the same manner. This process generates interest among the students to pursue further research in their career. It has resulted in an increase in aspirants, both from students as well as faculty, for the Ph.D. program.

**3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?**

Yes, the institute is a recognized research centre of the Panjab University. It offers Ph.D. in three specializations - Clothing and Textiles, Foods and Nutrition, and Human Development and Family Relations.

**3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.**

Yes. The Research and Development Committee is constituted by the Vice Chancellor, Panjab University. It also encourages and ensures enrolment and registration of our faculty members for Ph.D.

The composition of the committee for the session 2014-15 is as follows:-

- Dean, Faculty of Sciences, Panjab University, Chandigarh
- Convener of B.O.S. in the subject concerned
- Principal, Government Home Science, Sector-10, Chandigarh
- Dr. Rajat Sandhir, Associate Professor, Department of Biochemistry, Panjab University, Chandigarh
- Dr. Latika Sharma, Department of Education, Panjab University, Chandigarh
- Professor Sween, Director, University Institute of Fashion Technology (UIFT), Panjab University, Chandigarh.

The following are the recommendations of the committee:

- To establish an Academic committee cum Research Cell in the college so as to facilitate and monitor research activities in the college
- To encourage the faculty members to publish their research work; to seek publishing in reputed journals of scientific eminence

- To periodically review the progress of research and offer necessary guidance whenever required
- To strengthen the research culture
- To organize seminars / conferences / workshops.

Impact of the recommendations:

- Academic committee has been formulated which has the senior most faculty members and of those of a dedicated research temperament, to monitor and promote research in the college
- Increase in the number of faculty members who have registered for Ph.D. (Mrs. Sangeeta Bansal, Mrs. Chhaya Verma, Mrs. Sonia, Mrs. Raman Bajwa, Mrs. Shabana Gandhi, Mrs. Preeti Alagh, Mrs. Poonam Sharma are registered for Ph.D.)
- Increase in the number of faculty members who have been enrolled for Ph.D. (Mrs. Neelam Kumari and Mrs. Pratibha Thapa)
- Increase in the number of candidates who have been enrolled for Ph.D. under the supervision of faculty members (Mrs. Pratibha Thapa, Ms. Kalyani Singh, Ms. Preetika Sharma, and Ms. Neha Sharma)
- Increase in number of faculty members who have been awarded the Ph.D. degree after last accreditation ( Dr. Nirupa Marwaha, Dr. Ravneet Chawla, Dr. Rupinder Ghumman, Dr. Narinder Singh, Dr. Priyanka Sharma, Dr. Bhavneet Kaur, and Dr. Prabhjot Kaur)
- Increase in research publications by the faculty members (**Annexure VII**)
- College has published annual magazine entitled “*Pratibimb*” to provide staff and students with a platform for creative expression
- Research papers are being published in high impact factor journals (**Annexure VII**)
- Faculty and students have taken suitable initiatives to travel to other parts of the country; some took initiative to travel overseas to present papers and share their research work. (Details refer 3.2.7)
- Scholarships and awards have been received by faculty members for various research activities (Details refer. 3.4.4)
- College has developed a culture of organizing ‘Meet the scientist’ talks by inviting senior scientists of global fame to share research work. This generates an interest in cross-cultural research (Details refer 32 in Departmental SER of Foods and Nutrition, Human Development and Family Relations, and Clothing and Textiles departments).

### **3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?**

To facilitate smooth progress and implementation of research in the college, following measures are taken.

- Faculty members are provided with funds (from various funding agencies including University Grant Commission (UGC), International Society for the



Study of Behavioral Development (ISSBD), Central Poultry Development Organization (CPDO), and Department of Science and Technology (DST), to attend seminars and workshops related to research, to organize workshops and to plan academic visits

- Faculty members who have registered for research are given flexibility in time table to carry out data collection and analysis, library work, and laboratory experiments
- Ensured adequate infrastructural facilities
- Timely availability and release of resources (tests, tools, instruments and appliances required for research) is ensured
- Adequate infrastructure and human resources (in the form of research supervisor) are being provided
- Study leave/special leave (s) for research programs are sanctioned. Faculty members availed study leave to pursue higher studies (Dr. Ravneet Chawla, Dr. Mahaboob Khan, and Mrs. Sonia)
- Purchase of books in the concerned areas is being sanctioned
- Interface with eminent intellectuals, scientists of national and international repute are being facilitated
- Linkages with industry and corporate sector are being established
- All necessary documenting like timely auditing and submission of utilization certificate to the funding authorities are being facilitated
- An academic cum research committee has been constituted
- INFLIBNET e-journals have been subscribed to promote research. All the faculty members have individual passwords for easy access
- Prepared course work module for the Ph.D. students as per UGC guidelines
- Staff and students of the college are being encouraged to take up research projects
- Announcements from various funding agencies are displayed on the notice board.

### **3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?**

Following efforts have been made by the institution in developing scientific temper, and research culture and aptitude among the students:-

#### **Scientific temper**

- Scientific writing is an integral subject of the M.Sc. and P.G. Diploma curriculum
- Dissertation work is an essential component of the M.Sc. course. Students are encouraged to do short term research projects.

### Research culture

- Talks are organized from time to time to promote research culture and aptitude among students
- The college encourages students to participate in national and international conferences
- Luminaries from research centers of reputed international and national institutions are invited for interactive sessions on recent developments in the concerned areas
- The students publish articles individually, or in joint authorship with their supervisors, to share their research work on professional platforms
- Journal club activities are organized periodically by the post graduate departments
- Including live data in modules developed in practicals (such as midlife crisis) is encouraged to establish relationship between literature and incidence in the real context.

### 3.1.5. Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

- College teachers are active in research in collaboration with other institutions like Panjab University, DAV College, Chandigarh, International Society for Study of Behavioral Development (ISSBD), International Society for Interpersonal Parent Acceptance Rejection (ISIPAR) and the Education Department, Chandigarh Administration, Chandigarh (Dr. Rajesh Biswas, Dr. Ritu Pradhan, Dr. Ravneet Chawla)
- A total of thirty six dissertations are completed every year from the three specializations.
- Faculty is actively engaged in research and publishes research papers in journals of national and international repute (**Annexure VII**)
- Faculty members have published books through national and international publishers (**Refer 3.4.3 for details of the Books Published**).

#### International books published by faculty members

Name of the Author/Aut hors	Name of the book	Publisher	ISBN No.
Krishan Vij and Rajesh Biswas	Basics of DNA & Evidentiary Issues	Jaypee Brothers Medical Publishers (P) Ltd..	ISBN:13: 978-8184483758
Reetinder Brar and	Depression: In	Lambert Academic Publishing Heinrich –Böcking	ISBN: 978-3-659-

Parul Bhardwaj	Adolescents	- Str. 6-8, 66121, Saarbrücken, Germany	22133-0
Reetinder Brar and Akansha Saluja	Drug Abuse In Adolescents	Lambert Academic Publishing Heinrich – Böcking - Str. 6-8, 66121, Saarbrücken, Germany	ISBN: 978-3-659-69318-2
Jaggiwan Kaur	Parenting in Indian Defence Officers' Families	Lambert Academic Publishing Heinrich – Böcking - Str. 6-8, 66121, Saarbrücken, Germany	ISBN 978-3-659-68825-6

**National books/manuals published by faculty members**

<b>Name of the Author/Authors</b>	<b>Name of the book</b>	<b>Publisher</b>	<b>IBSN No.</b>
Uttara Singh	Laboratory manual on “Therapeutic Care”	Star publication, Agra	978-93-81426-35-1
Narinder Singh, Namitia Thakur & Tarana Kapoor	Manual of Aptitude Battery for Career Counselling	Parsadpsycho Corporation, New Delhi	In press
Ramanjit Kaur Bajwa	Traditional Costumes of India	Abhishek Publications, Sector 7-C, Chandigarh	ISBN 978-81-8247-60-4

- Research contribution of Dr. Rajesh Biswas entitled “Novel Media for Plant Culture KFA and KFA Plus” has been granted a provisional Patent No“1113/DEL/2009”. He also published patent article in the Patent Office Journal 21/01/2011, Issue no. 03/2011, Controller General of Patent, Designs & Trade mark, Government of India.
- Two designs of ‘Curtains for Kids Room’ registered with The Patent Office, Govt. of India as per Design Acts 2000 and Design Rules 2001 in class 06-10 under Individual Category dated, 10.07.2015 and 14.09.2015.
- Dr. Narinder Singh has developed and standardized Aptitude Battery for Career Counselling (ABCC), both in English and Hindi versions, to facilitate career counseling for Indian students.
- The Institute encourages faculty and students of different departments to take active part in collaborative research projects in the interdisciplinary areas. The students have easy access to faculty and to research labs of any department regarding research facilitation.

**3.1.6 Give details of workshops/training programmes/sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbuing research culture among the staff and students.**

<b>SEMINAR</b>	<b>CONDUCTED ON</b>	<b>FUNDED BY</b>
ISSBD Regional Workshop on "Risk, Protection and Resilience among Children at-risk: Research and Action Plans"	October 13 - 15, 2011	The International Society for the Study of Behavioural Development (ISSBD)

**3.1.7 Provide details of prioritized research areas and the expertise available with the institution.**

The college has three post graduate departments namely Clothing and Textiles, Foods and Nutrition, and Human Development and Family Relations, with well equipped laboratories and qualified staff along with other supporting departments. The thrust areas of research involve:

- Apparel and textile designing
- Creative crafting
- Textile testing
- Textile chemistry
- Design research and its application
- Malnutrition
- Healthy diet
- Prevention of dietary problems
- Health management
- Children at risk
- Stress
- Resiliency
- Adolescent issues
- Counseling issues
- Marital issues
- Sports and psychology
- Well being
- Women empowerment.

**3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?**

- The college makes special efforts by encouraging its staff members to organize conferences/seminars/workshops so as to facilitate eminent researchers to visit the college campus and interact with the teachers and the students of the college.
- Alumni who have obtained laurels in the field of research are regularly invited to visit the college and address the students.
- Exhibitions, special talks and contests are organized regularly in the college where eminent researchers are invited as chief guests, speakers or judges.
- Researchers from eminent fields are invited for evaluation and conducting viva for dissertations submitted by the post graduate students.

**3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?**

Sabbatical leave has never been availed by any faculty member

**3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/ advocating /transfer of relative findings of research of the institution and elsewhere to students and community (lab to land).**

- The college has been providing psychological counseling and life skills to the target group(s) based on case study findings/surveys/experimental studies
- The college educates on the basis of latest researches about new low cost nutritive recipes to the ladies from nearby villages, alternative lifestyle and health management means and tips, through simple diet modifications
- Workshops on new surface enrichment techniques evolved as an outcome of innovative researches are conducted. Lectures to orient on adopting eco-friendly methods by re-using and recycling waste from vegetables/fruits/fabrics into diverse products are organized.

## **3.2 Resource Mobilization for Research**

**3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.**

There is no budget earmarked for research. However, the college spends money on books, journals, internet and computer facilities, laboratory equipments, standardized tools and tests out of M&S Plan and UGC Grants (for details of major heads of expenditure, financial allocation, and actual utilization, refer to Point 4.1.3 of Criterion IV).

**3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?**

There is no provision for providing seed money for research. However the faculty members are encouraged to approach funding agencies (UGC, ISSBD, DST and any other relevant agency) for financial support.

**3.2.3 What are the financial provisions made available to support student research projects by students?**

There is no earmarked financial provision for research projects by students. It is met through budget provision for the laboratories, library and journals.

- INFLIBNET services are made available and passwords issued, to facilitate research
- Library up gradation by subscribing to reputed research journals allows referrals as well as exposure to latest writing styles.

**3.2.4 How do the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.**

Aligning with the present trend of interdisciplinary approach in higher education, various departments of the college interact and undertake interdisciplinary research.

- Human Development and Family Relations department in collaboration with Computer department has studied the impact of cyber bullying on mental health of the students.
- Departments of Human Development and Family Relations and Foods and Nutrition have undertaken various interdisciplinary studies to understand the impact of different nutrients /food items on health and human behavior. There is an ongoing dissertation of one M.Sc. student on nutrition and cognition in the current session.
- A supervisor from Human Development and Family Relations department is supervising Ph.D. work of a teaching staff of Clothing and Textiles department.
- Faculty from Human Development and Family Relations and Foods and Nutrition departments designed a tool for the Chandigarh Administration research project on health issues of students of Chandigarh schools being conducted by the PGGC-11, Chandigarh.
- Clothing and Textiles department takes up research in collaboration with Human Development and Family Relations department to study the relationship between clothing choices and personality traits.

- Staff and students participate in interdisciplinary seminars, talks and events in and outside the campus.

**3.2.5 How does the institution ensure optimal use of various equipments and research facilities of the institution by its staff and students?**

- Periodic updating and upgradation of the scientific equipment is made. Training is provided to laboratory attendants and students for efficient handling of laboratory equipment in all departments
- Need based repair and maintenance of equipment is carried out by technical staff appointed by the college, or by sending the equipment to the manufacturer
- Sharing of equipment of other departments is also done. For example, Physics students and research scholars use Hot Air Oven of Zoology Department
- Students and staff members of Department of Clothing and Textiles, and Department of Physical Education frequently use personality and other psychological tests from Department of Human Development and Family Relations
- Tools, tests, and laboratory facilities are fully utilized for research project of M.Sc. students, and for practical work, to give research training to B.Sc. students. Staff also utilizes these facilities for conducting their individual research work
- Flexible hours of the library also help the students and staff to carry out research work
- If need be, the laboratories are accessible after the college hours also, with due permission.

**3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.**

No such grant has been received from the industry or any other beneficiary agency for developing any research facility.

**3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.**

The Principal and academic committee encourage the faculty to liaison with various funding agencies to initiate their research work by providing information and administrative support. This has resulted in successful initiatives as tabulated below:-

Duration Year From To	Nature of activity for funding	Name of the funding agency	Total grant	
			Sanctioned	Received
2012-13	Workshop on “Poultry entrepreneur development”	Government of India Ministry of Agriculture, Department of Animal Husbandry Dairying and Fisheries, Central Poultry Development Organization), Industrial Area, Phase-I, Chandigarh	27000/-	27000/-
2013-14	Mrs. Monika Malik received grant to attend and present a paper in the International Conference on Urban Health at Manchester, UK	UGC	160000/- Approx.	160000/- Approx.
2013-14	To visit to Pushpa Gujral Science City, Kapurthala, Jalandhar, dated October 4, 2013 by 201 Students	DST Grant	42000/-	42000/-
2013-14	Seminar cum Workshop (Three Batches) on “Poultry entrepreneur development”	Government of India Ministry of Agriculture, Department of Animal Husbandry, Dairying and Fisheries, Central Poultry Development Organization), Industrial Area, Phase-I, Chandigarh	108000/-	108000/-
2014-15	Dr. Ravneet Chawla received Early Career Scholarship – travel grant to attend International workshop, and to attend ISSBD Biennial Conference and present research paper at Shanghai, China	ISSBD-Jacob’s Foundation	Air ticket to and from IGI, New Delhi to Shanghai, China	
2014-15	Dr. Ritu Pradhan received grant to attend and present papers in the World Conference on Epidemiology at Alaska, USA	UGC	267598/-	267598/-
2014-15	Seminar Cum Workshop on “Poultry entrepreneur	Government of India Ministry of Agriculture,	168000/-	168000/-



	development” ( three Batches)	Department of Animal Husbandry, Dairying and Fisheries, Central Poultry Development Organization), Industrial Area, Phase-I, Chandigarh		
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### 3.3 Research Facilities

#### 3.3.1 What are the research facilities available to the students and research scholars within the campus?

- The college is a research centre and offers Ph.D. to the students
- The college is running M.Sc. courses in three major departments, namely Clothing and Textiles, Foods and Nutrition, and Human Development and Family Relations. All the post graduate students are involved in research work through dissertation
- In order to facilitate research work the college provides following facilities:-
  - Competent faculty to mentor the students at each and every step
  - Computer lab and computer equipped departments
  - Internet facility
  - Library with latest books and journals
  - Standardized instruments, tools, tests, and appliances
  - Fully functional laboratories
  - Trained laboratory staff.

#### 3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The college has planned various courses having international relevance under RUSA Model College Scheme which is under consideration by the State Education Council for Higher Education, UT Chandigarh.

The research related courses proposed are - M.Sc. and Ph.D. in Nutrigenomics, Applied Genetics DNA Fingerprinting and Molecular Diagnostics, Food Processing and Food technology, Forensic and Criminal Psychology, M.B.A in Fashion Retail Management, and M.Sc. in Interior Design and Resource Management.

There are existing laboratories which will be upgraded and new IT supported and technologically equipped laboratories will be created. The existing computer laboratory will be developed as Wi-Fi centre. Smart class rooms, utilizing modern technology to facilitate the research based learning process though audio-visual aids and e-learning resources will be developed.

**3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/ facilities created during the last four years.**

No special grant or finances have been received by the college from the industry or any other beneficiary agency. The college gets finances from the Chandigarh Administration under M & S plan every year for purchasing new books, journals, psychological tests, equipments and scientific instruments for developing and enhancing further research facilities.

**3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?**

Students use infrastructure, technical knowhow and resources of other institutions.

- Clothing and Textiles students access North India Textile Research Association, Indian Institute of Technology (IIT), and Textile Research Institute (TRI), New Delhi; Hosiery industry of Ludhiana; North Indian Institute of Fashion Technology (NIIFT), Mohali; and Chemical Engineering and Anthropology Departments of Panjab University.
- Foods and Nutrition students access Post Graduate Institute of Medical Education and Research (PGIMER), Government Medical College and Hospital (GMCH), Sector 32, Government Multi Specialty Hospital (GMSH), Sector 16, Chandigarh, Fortis Hospital and Max hospital, Mohali.
- Human Development and Family Relations students access National Institute of Public Cooperation and Child Development (NIPCCD) and National Council for Education, Research and Training (NCERT), New Delhi; Indira Gandhi Medical College and Hospital (IGMCH), Shimla; CMC and DMC, Ludhiana; Rajindra Hospital, Patiala; and PGIMER, GMCH-32, GMCH-16, Government Institute for Mentally Retarded Children (GMIRC), Sector 31, *Prayaas* - Institute for Special Children, Sector 38, *Vatika*- School for Deaf and Dumb Children, Sector 19, Institute for Blind, Sector 26, Old Age Home, Sector 15, *Smarth* - Short Stay Home for Disabled Children, Sector 15, Chandigarh.
- AC Joshi library and the departmental libraries of Panjab University, and other universities are visited.

**3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?**

- Well equipped library with modern technological facilities
- Journals are subscribed for the students/researchers

- INFLIBNET e-journals have been subscribed to promote research
- Latest research related books are purchased every year
- Staff and students have free access to computers and internet facility to carry out research work.

### **3.3.6 What are the collaborative research facilities developed / created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.**

The College has undertaken collaborative research with other academic institutions.

- A tool was developed on the orders of Joint Secretary Finance, Chandigarh Administration, for a project of the UT Administration. The questionnaire – “My Daily Dietary Pattern,” for the Research Project – Assessment of Aerobic Fitness, Abdominal Strength, Body Mass Index, Socio Economic Status and Eating Habits among Students of Different Government Schools of Chandigarh, being conducted by the Department of Physical Education, Post Graduate Government College, Sector 11, Chandigarh in February, 2013. Dr Ravneet Chawla (HDFR department) and Ms. Kalyani Singh (FN department) developed the tool.
- Dr. Narinder Singh has developed and standardized Aptitude Battery for Career Counselling (ABCC) both in English and Hindi versions in collaboration with Psychology Resource Centre, State Council of Educational Research and Training (SCERT), Sector-32, Chandigarh to facilitate career counselling for Indian students.

## **3.4 Research Publications and Awards**

### **3.4.1 Highlight the major research achievements of the staff and students in terms of Patents obtained and filed (process and product) Original research contributing to product improvement Research studies or surveys benefiting the community or improving the services. Research inputs contributing to new initiatives and social development**

The college has contributed to the society through its faculty members by developing new equipments and technology:

- Patent for “Novel Media for Plant Culture KFA and KFA Plus” granted provisional Patent No“1113/DEL/2009”. It is a fly-ash based plant tissue culture media for mass scale production of plants. This product is ten times cheaper than conventional MS media. The technique also acts as a bio-remedial means to deal with fly-ash which is otherwise a bio-hazard by product of power house. Patent article published in the Patent Office Journal 21/01/2011, Issue no. 03/2011, Controller General of Patent, Designs & Trade mark, Govt. of India.

- Two designs of ‘Curtains for Kids Room’ registered with The Patent Office, Govt. of India as per Design Acts 2000 and Design Rules 2001 in class 06-10 under Individual Category dated 10.7.2015 and 14.9.2015.
- Researches from all the three specialization based on skill and product development are linked with initiating entrepreneurship for identified groups from the society. Findings based on surveys on well-being and healthy dietary practices are shared using various extension methods.

**3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?**

The College Magazine “Pratibimb” has a research section to encourage research culture in the college. The editorial board of the magazine is as follows:-

- Mrs. Savita Vashisht (Chief Editor)
- Dr. Neha Sharma (Co-Editor, English and Editor, Research Section)
- Mr. Navtej Singh (Co-Editor, Punjabi)
- Dr. Narinder Singh (Co-Editor, Punjabi)
- Mr. Deepak Bharadwaj (Co-Editor, Hindi)
- Rajdeep Kaur (Student Co-Editor, Punjabi)
- Manveen Kaur (Student Co-Editor, English)
- Mahima (Student Co-Editor, Hindi).

However, the publication is not listed in any database.

**3.4.3 Give details of publications by the faculty and students:**

**Research papers/articles published by faculty members.**

Tabulated numbers are presented below in respective headings.

Name	Journals		Others	Total
	National	International		
<b>Department of Clothing and Textiles</b>				
Mrs. Jatinder Sohi	05	03	02	10
Mrs. Sangeeta Dewan	04	03	01	08
Mrs. Chhaya Verma	03	--	02	05
Mrs. Sonia	--	--	01	01
Mrs. Preeti Sodhi	11	10	04	25
Mrs. Simar Prabh Kaur	02	02	02	06
Dr. (Mrs.) Prabhjot Kaur	13	14	04	31
Mrs. Ramanjit Kaur Bajwa	10	04	05	19
Mrs. Nidhi Duggal	-	-	01	01
Mrs. Pratibha	04	02	-	06
Ms. Preeti Alagh	03	01	02	06

Ms. Sakshi Sharma	03	-	-	03
Mrs. Anila	06	-	-	06
Mrs. Manpreet Kaur	02	-	-	02
Mrs. Heena Narang	01	-	-	01
<b>Department of Foods and Nutrition</b>				
Prof. (Dr.) Nirupa Marwaha	02	-	05	07
Dr. (Mrs.) Madhu Kaul	21	04	01	26
Mrs. Monica Malik	02	04	01	07
Dr. (Mrs.) Ritu Pradhan	19	01	03	23
Dr. (Mrs.) Uttara Singh	11	05	06	22
Dr. (Ms.) Bhavneet Kaur	03	01	01	05
Mrs. Namrata Sethi	01	01	02	04
<b>Department of Human Development and Family Relations</b>				
Dr. Sudha Katyal	18	12	03	33
Dr. Reetinder Brar	--	07	05	12
Dr. Jagjiwan Kaur	--	06	03	09
Dr. Ravneet Chawla	02	05	06	13
Mrs. Neelam Kumari	--	--	02	02
Dr. Neha Sharma	01	05	03	09
Dr. Narinder Singh	10	10	10	30
<b>Department of Family Resource Management</b>				
Mrs. Sushil	--	--	01	01
Dr. Rupinder Ghumman	--	02	--	02
<b>Other Departments</b>				
Mrs. Savita Vashisht	--	--	02	02
Mrs. Ranjana Sharma	--	--	01	01
Dr. Rajesh Biswas	05	19	--	24
Mrs. Mona Soin	01	--	01	02
Mrs. Seema Jaitly	--	--	03	03
Mrs. Shabana	04	01	--	05
Dr. (Ms.) Priyanka	--	--	01	01
Mr. Navtej Singh	--	--	01	01

(Details including impact factors, ICV, Indexing are attached, **Annexure VII**)

#### **International books published by faculty members**

<b>Name of the Author/Authors</b>	<b>Name of the book</b>	<b>Publisher</b>	<b>IBSN No.</b>
Reetinder Brar and Parul	Depression: In Adolescents	Lambert Academic Publishing Heinrich-Böcking-Str. 6-8, 66121, Saarbrücken, Germany	ISBN: 978-3-659- 22133-0

Bhardwaj			
Reetinder Brar and Akansha Saluja	Drug Abuse In Adolescents	Lambert Academic Publishing Heinrich-Böcking-Str. 6-8, 66121, Saarbrücken, Germany	ISBN: 978-3-659- 69318-2
Jagjiwan Kaur	Parenting in Indian Defence Officers' Families"	Lambert Academic Publishing Heinrich-Böcking-Str. 6-8, 66121, Saarbrücken, Germany	ISBN 978-3- 659-68825-6
Krishan Vij and Rajesh Biswas	Basics of DNA and Evidentiary Issues	Jaypee Brothers Medical Publishers	

**Additional books/ manuals published by faculty members**

<b>Name of the Author/Authors</b>	<b>Name of the book</b>	<b>Publisher</b>	<b>IBSN No.</b>
Uttara Singh	Laboratory manual on "Therapeutic Care"	Star publication, Agra	978-93-81426-35-1
Narinder Singh, Namita Thakur, and Tarana Kapoor (2015)	Manual of Aptitude Battery for Career Counselling	Parsadpsycho Corporation, New Delhi	In press
Ramanjit Kaur Bajwa	Traditional Costumes of India	Abhishek Publications, Sector 7-C, Chandigarh	ISBN 978-81-8247-60-4

**3.4.4 Provide details (if any) of research awards received by the faculty recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally incentives given to faculty for receiving state, national and international recognitions for research contributions.**

Name	Award/Recognition
Dr. Sudha Katyal	<ul style="list-style-type: none"> <li>1985: Sh. Rajinder Pal Singh Gold Medal for being the Best Research Worker amongst M.Sc. Students of H.A.U., Hisar (Haryana).</li> </ul>
Dr. Ravneet Chawla	<ul style="list-style-type: none"> <li>July, 2010: Early Career Scholarship by ISSBD - travel grant, pre-conference and conference fee waiver for attending and presenting research poster in Biennial Conference of the International Society for Study of Behavioral Development (ISSBD) at Lusaka, Zambia</li> <li>May, 2012: 2nd Prize at National Seminar at PAU on Women and Rural Development: Critical Issues, Ludhiana, for research poster presentation</li> <li>July, 2014: Early Career Scholarship by ISSBD - travel grant and pre-conference and conference fee waiver for attending and presenting research poster in the Biennial Conference by International Society for Study of Behavioral Development (ISSBD) at Shanghai, China</li> <li>March, 2015 Best paper award in National Seminar on Make In India at Panjab University, Chandigarh.</li> </ul>
Dr. Narinder Singh	<ul style="list-style-type: none"> <li>UGC-Junior Research Fellowship (JRF)</li> <li>UGC-Senior Research Fellowship (SRF)</li> <li>Excellence award by Euro Asia for research contribution.</li> </ul>
Mrs Chhaya Verma	<ul style="list-style-type: none"> <li>Senior Research Fellowship (SRF)</li> <li>First prize for the paper titled "Optimization of parameters for dyeing of jute-cotton union fabric with natural dyes" in the National Conference at IIS University, Jaipur on September 20, 2014.</li> </ul>
Dr. Prabhjot Kaur	<ul style="list-style-type: none"> <li>First prize for the poster presentation made during the 10<sup>th</sup> International Conference on Apparel and Home Textiles (ICAHT) on the theme "Commitment to Excellence", organized by Okhla Garment and Textile Cluster (OGTC), at India Habitat Centre, New Delhi, September 19-20, 2014.</li> </ul>
Mrs. Anila	<ul style="list-style-type: none"> <li>Junior Research Fellowship (JRF), 2009</li> </ul>
Dr. Rajesh Biswas	<ul style="list-style-type: none"> <li>Senior Research Fellow (SRF), United States Department Agriculture (USDA), Under PL480- in Barkatullah University, Bhopal, India, 1987-1991</li> <li>Post Doctoral Research Associate (PDF), Department of Environment and Forest, Government of India, in Barkatullah University, Bhopal, India, 1992-93</li> <li>National Overseas Fellowship for Post Doctoral Research, Government of India. At the Department of Molecular and Cell Biology, University of</li> </ul>



	<p>Connecticut, Storrs, CT, USA. 1996-1998</p> <ul style="list-style-type: none"> <li>• UGC Travel Grant to present paper "Short Tandem Repeat (STRs) and Sex Specific Amelogenin of Blood From Neurosurgical Females Receiving Massive Blood Transfusion: A Reliable Technique For Human Identification"- in 17<sup>th</sup> International Symposium on Human Identification, Nashville, TN, USA from October 8-12, 2006</li> <li>• UGC Travel Grant to present paper "15 STRs Loci and Sex Specific Amelogenin Analysis of Blood Samples from Female Patients Receiving Massive Blood Transfusion Using ABI PRISM<sup>®</sup> 310 Genetic Analyzer" in 20<sup>th</sup> International Symposium on Human Identification, Las Vegas from October 12-15, 2009</li> <li>• National award received from Ministry of Animal Husbandry Dairying and Fisheries, Central poultry Development Organization (Northern Region) Chandigarh), December 12, 2014.</li> </ul>
<p>Dr. Ritu Pradhan</p>	<ul style="list-style-type: none"> <li>• Fellowship from Indian Council Of Medical Research (ICMR Vide Sanction No.3/1/2/3 (2000-01370)/2000-RHN for pursuing Ph.D. on the topic entitled "Assessment of Status of Iodine Deficiency Disorders in Urban Areas of Udaipur District, Rajasthan"</li> <li>• Awarded and availed Commonwealth Academic Staff Fellowship, October 01, 2006 – March 31, 2007 at London School of Hygiene and Tropical Medicine, University of London, London, United Kingdom</li> <li>• Received 100% financial assistance for presenting (poster) paper entitled "Investigate the Infant Feeding Practices Prevalent among Mothers of Chandigarh, India" in the 20<sup>th</sup> International Epidemiological Association, World Congress of Epidemiology held in Alaska, Anchorage, USA from August 17-21, 2014</li> <li>• Received grant of Rs.25000/- from Panjab University for attending and presenting paper entitled "Breast Feeding and Infant Feeding Practices of Infants of Chandigarh" at XI SEA Regional Scientific Meet of International Epidemiological Association on the theme Countdown to 2015: Maternal, Newborn and Child Health held on September 26 to 29, 2013 at Pokhara, Nepal, organized by Department of Community Medicine, Manipal College of Medical Sciences, Pokhara, Nepal.</li> </ul>

### 3.5 Consultancy

#### 3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

The college has imbibed a system to tie up with the agencies/institutes/industry through its active placement cell, internship programs, establishing and maintaining contact with related agencies/institutes/industry:

- To equip students with employable skills through training
- To help students to attain their desired employment
- To nurture excellence in various fields of education and specializations by imparting timeless core values to the learners and to mould the institution into a centre of academic excellence and advanced research



Activities performed by college placement cell follow systematic approach to implement strategies to improve institute-industry interface through:

- Expert talks
- Industrial visits
- Exhibitions
- Fashion Show
- Students' competitions
- Competency Development/Personality Development Programs
- Campus Recruitment Training
- Career guidance programs
- Aptitude tests
- Group discussions
- Mock interviews
- Brain storming sessions
- Case studies.

Experience sharing and mini presentations are organized on a regular basis. In addition to these, several HRD training programs are interspersed with the above-mentioned activities. These sessions help contribute towards the holistic development of the students and make them ready for a job. The placement cell organizes a number of training programs for the students of all semesters with the help of in-house experts and resource personnel drawn from professional agencies. The activities have proved exceptionally useful in shaping the careers of the students.

### **3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?**

The institution is committed to offer consultancy services under various fields which are non income generating. Empanelment of faculty members in academic and other (applied home science) forums engages them to offer consultancy in diverse fields of specializations.

Workshops in the need based groups, exhibitions, literature in the form of leaflets, and campaigning during Science fair and Chandigarh Carnival have been effective ways of publicizing the services based on expertise.

### **3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?**

The college encourages the staff members to utilize their expertise and available facilities for consultancy services through following ways:

- Advising faculty about opportunities for consultancy

- Nominating faculty for consultancy assignments
- Publicizing the expertise of college among Government institutions and NGOs during meetings, college website, write ups, and by word of mouth
- Allowing duty leave to the faculty members for consultancy assignments connected with Government institutions.

#### **3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.**

The major consultancy services provided by the institution fall under various categories and heads. All these consultancy services are offered free of cost, and hence, non-income generating.

- **Department of Foods and Nutrition** - Diet clinic for therapeutic advice is run by the department in the college campus. Faculty members of Foods and Nutrition department are appointed as resource persons to provide nutrition consultancy at the College of Nursing, Government Medical College and Hospital, Sector 32, Chandigarh. They are also consultants for mid day meal programs of Punjab and Haryana Governments.
- **Department of Human Development and Family Relations** – The faculty members offer expertise as empanelled members of various boards and also counselling and need based referral services on Child Development, Life Skills, Career Counseling, Stress Management, Parenting Skills, and Personality Development.
- Dr. Narinder Singh has been invited for consultancy services related to parenting skills and orientation / training of newly recruited counsellors by Department of Social Welfare, Chandigarh Administration. He was also invited by Delhi Public School, Dhuri for consultancy services related to parenting skills. He was invited for providing consultancy services related to child psychology and personality development to the Government school teachers under the *Sarva Shiksha Abhiyaan* at various places in Punjab.
- Dr. Ravneet Chawla is executive member of *Sarva Shiksha Abhiyaan, Chandigarh Administration* wherein she contributes on the basis of her expertise and diverse teaching-learning experiences. She is also a member of the Family Counseling Centre of Women and Child Support Unit, Chandigarh police for offering consultancy services. She is Trainer of Trainers for UGC Capacity Building for Women Managers and qualified counselor also. Counselling services are volunteered within the college and in the Women and Child Support Unit, also. She also contributed to specific sports related tools and took certain research initiatives.

- Dr. Jagjiwan Kaur has been invited for consultancy services related to stress management, parenting skills, suicide prevention in various Indian Air Force stations.
- Mrs. Nandini Sharma, from Department of Physical Education – She was invited resource person and consultant for various sports organizations and events.
- Department of Clothing and Textiles is involved in designing uniform for Chaitanya Laboratory School toddlers.
- Mrs. Chhaya Verma, Clothing and Textiles department is on panel for consultancy for finalizing school uniforms under the Education Department (Schools), Chandigarh Administration.

### **3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?**

As mentioned above, the consultancy services are non-income generating.

## **3.6 Extension Activities and Institutional Social Responsibility (ISR)**

### **3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?**

- The college has an active NCC and NSS unit which are involved in various initiatives to promote service to the society. The students of all departments are actively involved in extension activities and create a network between the institution, neighborhood and community.
- The students of Department of Human Development and Family Relations conduct street plays to sensitize community on current issues such as dignity of women, female foeticide and bullying of females.
- Human Development and Family Relations department students use puppetry to take messages to *anganwaadi* workers and infants and their parents on healthy life practices and good care giving.
- Placement and supervision in agencies such as *Nivedita* crèche of PGIMER, *anganwadies* in Sector 24, and Nursery school of Government Model Senior Secondary School (GMSS), Sector 10, Chandigarh is an integral part of the masters program to understand and contribute to care giving and play based preschool learning experiences. (**Annexure VII A**)

### **3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?**

The college strives to instill civic responsibility in the young minds of students through extension programs and value based courses so that they develop into sensitized, socially

responsible women. The college offers extension programs in addition to those supported by the university. Students are encouraged to complete any one of these activities:

University Programs: i) National Service Scheme (NSS); and ii). National Cadet Corps (NCC).

- The college has an active NSS unit which solicits participation from students in all quarters. The NSS wing of the college keeps a track of the students' involvements in various social movements and activities. The NCC unit of the college also conducts regular camps for the students and record of their participation in all activities is maintained.
- The teacher incharge for internship of Human Development and Family Relations department ensures that periodic reports are maintained and case studies based on clinical aspects are presented. The students also write to the governing bodies of those agencies to bring in reforms in their functioning. Sharing these with the younger batch students prepares them to function as responsible citizens in the future.
- Departments of Extension Education, Sociology and Human Development and Family Relations, of the college work together in preparing street plays; the teachers accompany them in preparing and performing for community.

### **3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?**

- The institution always solicits the stakeholders' inputs (like the students, parents, alumni and the eminent persons from the city) on the overall performance and the quality of the education being imparted by the institution.
- Feedback of the parents is obtained regularly for improvement. The students and parents can directly put forth suggestions and complaints to the head of institution through personal meetings, which are taken into account while implementing any new policy or reform. The parents, students and key citizens of civil society are welcomed to give valuable inputs regarding new courses, extra-curricular activities, innovative ideas and programs which help the students in their professional efficiency and holistic development.
- Weekly tutorials are conducted where the students are free to discuss any problems or suggestions ranging from the academics, facilities of the college and personal problems. Remedial action is taken wherever possible.

### **3.6.4 How does the institution plan and organize its extension and outreach programmes? Provide the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.**

Different departments plan their respective outreach activities at the department level meetings. Duties are assigned to the faculty members who are most suitable for the

particular activity depending upon their individual strengths and expertise. The college engages in a wide array of extension and outreach programs under various heads and department. Due sanctions are taken from the chair by the respective departments/event incharges through funds as per their fitness to make suitable expenditures.

- The Red Ribbon Club of the college organizes blood donation and AIDS awareness camps
- Rotaract Club of the college organizes various programs for social welfare
- The NSS unit works at the village level where camps for rural women are organized
- Foods and Nutrition department celebrates Nutrition Week and undertakes various extension and outreach programs
- Department of Human Development Family Relations is actively involved in working with schools, NGOs, institutes at the government level and counseling cell. The sharing of work experience in the fields is taken in report writing of the students
- Department of Family Resource Management is imparting skill development training to the residents of adopted village to encourage them to initiate small entrepreneurial units
- Departments of Clothing and Textiles, and Foods and Nutrition carry out community outreach activity by teaming up with Extension Education Department and NSS volunteers.

The details of the various outreach activities organized are mentioned and can be referred from the following:-

- Self Evaluative Report of Clothing and Textiles Department
- Self Evaluative Report of Family Resource Management Department
- Self Evaluative Report of Foods and Nutrition Department
- Self Evaluative Report of Human Development Family Relations Department
- Self Evaluative Report of Zoology Department
- Report of NSS activities
- Report of NCC activities.

**3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?**

- Faculty initiatives are appreciated in the staff meetings. There is a college bus that helps in commuting to the work site. The NCC and NSS program officers are paid honorarium from their respective Directorates.
- Faculty motivates the students to be enrolled for NSS and NCC. There are role models in the faculty and the alumni who brought laurels to the college by excelling in these.
- The performance of dedicated students is duly recognized. There are designated awards for best NSS volunteers and best NCC cadets.
- Weightage is given to NCC cadets and NSS volunteers with A/B/C certificate. These students are given 1/2/3 percent weightage for admission at the Post Graduate level.

**3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from underprivileged and vulnerable sections of society?**

- College has adopted Khuda Ali Sher village of Chandigarh. The college conducts various activities every year in the village for promoting self-help skills, health, hygiene and awareness on psychological and nutritional issues.
- ‘To pay back to the society’ is a motto which the institution promotes at all levels. Every department of the college conducts active research and extension work as part of the curriculum.
- The surveys are centered on the underprivileged and vulnerable sections of the society and range from dietary evaluation, growth and health status, nutritional awareness, prevalence of diseases, assessment and evaluation of material resources. The faculty and students are actively involved in extension activities for the weaker sections of the society.
- All aspects of human development, nutrition, counselling, child rearing, self-entrepreneurship, management and skills to start small scale industries like dyeing, printing, knitting, crocheting, soap making are included in the training enabling them to be independent.

**3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students’ academic learning experience and specify the values and skills inculcated.**

- Opportunity to work in slums, adjoining villages, victimized or affected groups helps them to connect the theory with developing plans of intervention and the ways to liaison with redressing agencies.
- Seeking permission to work with agencies and report writing develops skills which helps them to function with the administrative fabric.

- Activities like Communal Harmony Week, Road Safety Awareness, Red Ribbon Club, AIDS Awareness, International Day of Non-Violence, World Peace Day, My Earth My Duty and National Integration Day help the youth to take a proactive role in building up a healthy and harmonious society.
- Activities like World Breast Feeding Week and Pulse Polio Drive help to create awareness among the students who later on can utilize this knowledge in practical terms.
- The students are actively involved in counseling, providing lectures, imparting nutritional knowledge and other skills as learnt in their curriculum thereby enabling them to emerge as confident individuals capable of making a difference.
- By working together with other individuals, students learn to negotiate, communicate, manage conflict, and lead others.
- Taking part in these out-of-the classroom activities helps students to understand the importance of critical thinking, time management and academic and intellectual competence.
- Involvement in activities helps students mature socially by providing a setting for student interaction, relationship formation and discussion.

**3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?**

College has an adopted village where assessment surveys are conducted and welfare activities are carried out.

- To ensure the involvement of the community in its reach out activities, NSS wing of the college takes the following steps:
  - The volunteers carry out door to door visits in the village and motivate and mobilize the rural women to a common place for specific activities. Regular initiatives are taken wherein camps are organized at the village (Khuda Ali Sher) level providing various skill development courses. More than 100 rural women and children benefit from such camps.
  - NSS program officer take help of *Sarpanch, Panch, Mahila Pradhan* and village volunteers to mobilize rural women and organize need based activities.
  - *Gram Sevika* from Block Development and Panchayat office are approached by the NSS wing to invite beneficiaries in need of updating knowledge and skills in identified areas from the villages of Chandigarh to the college for dedicated training programs.
  - The participants are given refreshments and a stipend as an incentive.
- The institution organizes awareness programs, health care programs, and environment friendly initiatives which are well publicized to ensure the involvement of the community in its outreach activities and contribute to the community development. Following programs are organized:



- Awareness Programs: Medical officers from Civil Hospital are invited for awareness programs on HIV/AIDS and breast cancer.
- Health Care Programs: Teams of doctors from local hospitals participate in health care programs organized by the college.
- Environment friendly initiatives: Environmentalists invited for tree plantation drives. Banks and NGOs sponsor 'Tree Plantation Drive.'
- Blood Donation Camps are organized in collaboration with NGOs.

**3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.**

The institution is in collaboration with various government and private agencies, departments, and hospitals for carrying out extension activities:

Organisations	Programme	Activity
State AIDS Control Society	Red Ribbon Club	Awareness rallies
Department of Social Welfare	ToT programs at state and regional levels engage nominated faculty members on the basis of expertise.	Training programs
	<i>Aanganwadi</i> placements	Activities for preschoolers
Foods and Nutrition Board	Training programs	Talks for Trainers, <i>Aanganwadi</i> workers, other stakeholders
Women and Child Support Unit, Chandigarh Police	Marriage Counselling	Counselling in Family Counselling Centre
Chandigarh Traffic Police	NSS Road Safety Program	Road safety week Talks and Rallies

(Annexure VII A)

**3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.**

- The college won the Best Stall Award in the Chandigarh Carnival, 2013 for its outstanding contribution towards social and community development through psychological, nutritional, and designing services in the event.
- Mrs. Neelam Kumari received Appreciation Certificate for devotion for NCC activities related to community, from the Group Head Quarter NCC, Chandigarh.
- Dr. Ritu Pardhan received Appreciation Award from the Panchayat, Khudda Ali Sher, Chandigarh for significant community work in the village.



### 3.7 Collaboration

**3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.**

- Department of Clothing and Textiles, Foods and Nutrition and Human Development and Family Relations are involved in curriculum development for vocational courses of different states such as Jammu and Kashmir, Uttarakhand, Punjab and Haryana, with National Institute of Technical Teachers Training and Research (NITTTR).
- Two students of M.Sc. collaborated with Psychology Resource Centre, State Council of Educational Research and Training (SCERT), Sector-32, Chandigarh, for standardization of their aptitude battery under the guidance of Dr. Narinder Singh.

**3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.**

The college has collaborative arrangements with diverse agencies for internship of six weeks to three months for M.Sc. and Post Graduate Diplomas. It elevates the knowledge base, new research areas that need attention and incorporation of these in the curriculum as well as undertaking the trending researches in dissertations. The college builds up the resources and equipments taking these trends as a basis. The college collaborates with the followings agencies:

- Students of Department of Clothing and Textiles are attached as interns with Nahar Industries, Lalru, Superfine knitters Ltd. 269, Industrial Area-A, Ludhiana, Sportking India Ltd., Ludhiana, Duke Fashions (India) Ltd, Ludhiana, Monte Carlo Fashion Ltd. Oswal Wollen Mills Ltd., Ludhiana, Lee Solly, Lakshmi Nagar, Delhi, Black Pearls, Industrial Area Phase II, Chandigarh, Asian Net Fels, Chandigarh Road Mangli, Ludhiana, Durga Apparels Ltd., Black apparels India Ltd. Industrial area, Phase II, Chandigarh, Cotton County, Nahar Retail Limited, Focal Point, Phase V, Ludhiana, Winsome Knitwear, Phase 7, Industrial Area, Mohali, Theme Export Pvt. Ltd. Theme Export Pvt. Ltd, Okhla, New Delhi, Sobhagia Sales Pvt. Ltd., Village Sahnewal Khurd, G.T. Road, Ludhiana, Ridhi Sidhi Pvt. Ltd., Jai Singh Nagar, Rahon Road, Ludhiana, Rana Polycot Ltd., Phase 8, SAS Nagar, Mohali, Northern India Textile Research Association, University Institute of Fashion Technology and Vocational Development, Panjab University Chandigarh, and Northern India Institute of Fashion Technology (NIIFT), Mohali.
- Students of Foods and Nutrition department are attached as interns with Post Graduate Institute of Medical Education and Research (PGIMER), Sector 12, Government

Medical College and Hospital (GMCH), Sector 32, Government Multi Specialty Hospital (GMSH), Sector 16, Chandigarh, Fortis Hospital, Mohali, Panjab, and Max Super Specialty Hospital, Mohali.

- Students of Department of Human Development and Family Relations are attached as interns with Post Graduate Institute of Medical Education and Research (PGIMER), Sector 12, Government Medical College and Hospital (GMCH), Sector 32, Government Multi Specialty Hospital (GMSH), Sector 16, Government Institute for Mentally Retarded Children (GMIRC), Sector 31, *Prayaas* Institute for Special Children, Sector 38, *Vatika* - School for Deaf and Dumb Children, Sector 19, Institute for Blind, Sector 26, Old Age Home, Sector 15, *Smarth* - Short Stay Home for Disabled Children, Sector 15, Chandigarh, National Institute of Public Cooperation and Child Development (NIPCCD) and National Council for Education, Research and Training (NCERT), New Delhi, Indira Gandhi Medical College and Hospital (IGMCH), Shimla, Rajindra Hospital, Patiala, and Save the Child NGO, New Delhi.

The institute is actively involved with the above agencies, industries, research institutes and NGOs for giving hands on experience to the students in terms of the practical aspects of the curriculum.

**3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.**

- The College interacts and collaborates with various agencies (Refer point 3.7.2). Such interactions and collaborations have contributed for facilitating internship of students with these agencies. Most of the students placed for internship are retained by these agencies as employees.
- Some agencies and organizations have networking and liaison with the placement cell of the college. It facilitates direct placement of our students with these agencies.

**3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of National and International conferences organized by the college during the last four years.**

SEMINAR	CONDUCTED ON	FUNDED BY
International conference on “ <i>Risk, Protection and Resilience among Children at-risk: Research and Action Plans</i> ”	October 13 - 15, 2011	International Society for Study of Behavioural Development (ISSBD)

Few names of the luminaries who contributed to the conference are mentioned here below:-

**International**

- Professor Arnold Sameroff, Center of Human Growth & Development, University of Michigan, USA
- Eddie Chi Wai Ng, Research Associate, Department of Applied Social Sciences, The University of Hong Kong, Hong Kong, China
- Kanitha Kongrugreatiyos, Communication Officer, ARNEC, Singapore
- Madelene Sta.Maria, Associate Professor, De La Salle University, Manila, Philippines
- Mahmuda Akhter, Institute of Educational Development, BRAC University, Dhaka, Bangladesh
- Sakila Yesmin, Education Specialist, BRAC University, Dhaka, Bangladesh
- Susan Mcdonough, Research Associate Professor, Department of Psychology, University of Michigan, USA
- Professor Wolfgang Schneider, Department of Psychology, University of Wurzburg, Germany
- May Ann Garo-Santiago, Assistant Professor, De La Salle University, Manila, Philippines
- Parminder Parmar, Associate Professor, Penn State University, USA.

**National**

- Abdul Mabood, Director, SNEHI- Organization for Psychosocial Support and Mental Health Care, New Delhi
- A.K.Shiva Kumar, Development Economist, Advisor, UNICEF India, New Delhi
- Adarsh Sharma , Visiting Professor, Centre of Early Childhood Education & Development , Dr. B.R. Ambedkar University, Delhi, India
- Bhanumati Sharma, Department of Human Development and Childhood Studies, Lady Irwin College, Delhi University, India
- Gayathri Singhal, India Program Manager, US-India Educational Foundation, New Delhi
- Kavita Koradia, Assistant Professor, Department of Home Science, University of Rajasthan, Jaipur, India
- Meena Mathur, Professor, Department of Home Science, University of Rajasthan, Jaipur, India
- Neerja Sharma, Vice Principal, Department of Human Development and Childhood Studies, Lady Irwin College, Delhi University, India

- Prabhjot Malhi, Professor, Department of Paediatrics, PGIMER, Chandigarh
- Pratibha Singhi, Professor, Department of Paediatrics, PGIMER, Chandigarh
- Rajalakshmi Sriram, Professor, Department of Human Development and Family Studies, The M.S. University of Baroda, Vadodara, Gujarat, India
- Rekha Sharma Sen, Indira Gandhi National Open University, New Delhi
- Shagufa Kapadia, Professor, Department of Human Development and Family Studies, The M.S. University of Baroda, Vadodara, Gujarat, India
- Shankar Chowdhury, Program Officer, Education & AIDS, UNESCO, New Delhi, India
- Shantha Sinha, Professor, National Commission for Protection of Child Rights, New Delhi, India
- Soumen Acharya, National Institute of Public Cooperation and Child Development (NIPCCD), Hauz Khaz, New Delhi
- Vidhu Mohan, Professor of Psychology & Consultant, Panchkula, India.

**3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated ?**

No MoUs have resulted from the collaborations. The post graduate students of Clothing and Textiles, Foods and Nutrition, and Human Development and Family Relations undergo internship in garment houses, hospitals and other agencies working for psychological well-being.

**3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations. Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.**

- More field visits have been conducted and also planned for future activities to make the students aware of latest work and research opportunities available
- The college makes systematic efforts to establish linkages with international/national institutes, industries and research centers for creating an academic environment for promotion of quality
- An initiative was taken during September, 2015 to invite Principals/Counselors from eminent schools of Chandigarh to establish rapport for further collaborative work over the session
- Industry-academia interface leads to access to business experts and interaction with successful entrepreneurs
- Representatives are consulted for industry involvement in curriculum design.

## **CRITERION IV:**

### **INFRASTRUCTURE AND LEARNING RESOURCES**

#### **4.1 Physical Facilities**

##### **4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?**

A flexible policy is followed by the college and conscientious efforts are made for creating and enhancing the infrastructure that further accelerates the teaching and learning process. It facilitates the laboratories to be upgraded and improvised as and when the contents of the courses are changed, keeping in mind the modern trends and needs of the course. For this purpose there is a special committee called Infrastructure and Development Committee. The institution approaches the Administration and the UGC to seek various funds for its infrastructural enhancement. The Self-financing course is managed through the funds generated by the course.

##### **4.1.2 Detail the facilities available for**

- a. Curricular and co-curricular activities – classrooms, technology enabled learning, spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.**
- b. Extra-curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.**

The Government Home Science College was established in the year 1961 and was shifted to the present premises in the year 1977. It is spread over a total area of 17 acres including built up and open space.

#### **a. Curricular and Co-Curricular Activities**

##### **Classrooms:**

- There are 3 lecture theatres and 13 classrooms spread over three floors of the college building
- Almost all the teaching spaces are equipped with ICT (Information and Communication Technology) facilities

- The areas of study are well ventilated and lighted and are provided with adequate and sufficient furniture to facilitate effective teaching and learning
- Classrooms can accommodate up to 40 students whereas lecture theatres have the capacity to accommodate up to 120 students. These are also used for seminars, extension lectures, talks and presentations.

**Technology Enabled learning spaces :**

The college has the following technology enabled learning spaces

- Smart Classrooms
- Library
- Computer Laboratory
- Guidance and Counselling multi-purpose room
- Computer Aided Design laboratory in Clothing and Textiles
- Computer Aided Design laboratory in Family Resource Management
- Auditorium
- Conference Hall
- Chaitanya laboratory nursery

All the lecture theatres and the classrooms are equipped with chalk boards, white boards and ICT facilities/ projectors to facilitate learning through varied media.

**Seminar hall/Conference room:**

On the first floor of the college, there is an air conditioned Conference room fitted with public address system, retractable white screen projector and seating capacity for about 60 persons. Workshops, talks, seminars, lectures, meetings are held and organized in this room.

**Tutorial spaces:** The tutorial sessions are held in the classrooms, lecture theatres and laboratories simultaneously.

**Laboratories:**

Since Home Science is a practical and skill oriented course, well equipped laboratories have been provided to impart practical knowledge and conduct experiments. There are 35 laboratories which are fully equipped with all the requisite equipment and tools needed.

**List of laboratories in the various departments is given below:**

Sr. No.	Department	Number	Name of laboratory
1.	Art	01	<ul style="list-style-type: none"> <li>• Art laboratory</li> </ul>
2.	Botany	01	<ul style="list-style-type: none"> <li>• Botany laboratory</li> </ul>
3.	Bio-chemistry	01	<ul style="list-style-type: none"> <li>• Bio-chemistry laboratory</li> </ul>
3.	Chemistry	01	<ul style="list-style-type: none"> <li>• Chemistry laboratory</li> </ul>
4.	Clothing and Textiles	11	<ul style="list-style-type: none"> <li>• Dyeing laboratory</li> <li>• Laundry laboratory</li> <li>• B.Sc. Testing laboratory</li> <li>• Weaving laboratory</li> <li>• Printing laboratory</li> <li>• M.Sc. Testing laboratory</li> <li>• M.Sc. Construction laboratory</li> <li>• P.G. Construction laboratory</li> <li>• Knitting laboratory</li> <li>• B.Sc. Construction laboratory</li> <li>• Computer lab with latest software (TUKA-CAD, TUKA STUDIO, Rich peace, Corel Draw and Photoshop).</li> </ul>
5.	Computers	01	<p>A Fully air-conditioned Computer laboratory with</p> <ul style="list-style-type: none"> <li>• 25 Computers having broadband Internet facility</li> <li>• printers</li> <li>• requisite software (MS office, antivirus- Quick heal, Nebero-internet bandwidth management software )</li> <li>• LED screen</li> <li>• 01 Server computer</li> </ul>
6.	Family Resource Management	06	<ul style="list-style-type: none"> <li>• Family resource management laboratory</li> <li>• Computer Aided Design lab with AUTOCAD Software</li> <li>• Ergonomics laboratory</li> <li>• Equipment laboratory</li> <li>• Furnishing laboratory</li> <li>• Design studio</li> </ul>
7.	Foods and Nutrition	05	<ul style="list-style-type: none"> <li>• B.Sc. foods laboratory</li> <li>• M.Sc. foods laboratory</li> <li>• Microbiology laboratory</li> <li>• Institutional food administration laboratory/ Diet Clinic</li> <li>• Food science laboratory/ cafeteria</li> </ul>

8.	Human Development and Family Relations	04	<ul style="list-style-type: none"><li>• Counselling laboratory</li><li>• Human development and family relations laboratory</li><li>• Psychology laboratory</li><li>• Chaitanya laboratory school.</li></ul>
9.	Music and Dance	01	<ul style="list-style-type: none"><li>• Music and Dance room</li></ul>
10.	Physics	01	<ul style="list-style-type: none"><li>• Physics laboratory</li></ul>
11.	Physical Education	01	<ul style="list-style-type: none"><li>• Physical education room</li><li>• 200 m Athletic track</li><li>• Multi Gym with six stations</li><li>• Badminton Court</li></ul>
12.	Zoology	01	<ul style="list-style-type: none"><li>• Zoology laboratory</li></ul>

**Herbal garden:**

- About 20 species of different common medicinal plants are cultivated in different beds
- A lotus pond has also been created in the herbal garden so as to develop a pond ecosystem in the near future.

**Animal House:** Non functional

The renovation plan drawn up by the Administration has included the space of the animal house to increase the area of the Bio-chemistry laboratory.

**Specialized facilities and Equipment for teaching, learning and research etc.**

- **Chaitanya – A Laboratory Nursery School**

A Laboratory Nursery School named “Chaitanya” is run by the Department of Human Development and Family Relations. It gives first hand exposure to our students about developmental milestones of pre-schoolers and gives training in teaching methodology. 50 children between ages 3-5 years are enrolled in Chaitanya and given education free of cost. The children are assured admission in Government model school, sector 10, Chandigarh after passing out from Chaitanya. The school has child friendly classrooms, multimedia room, suitable furniture and washrooms. It has specially designed Gym for children and outdoor play areas with appropriate play equipment.

- **Furnishing Laboratory:**



It consists of a big room which accommodates drawing room, dining room, modular kitchen and bed room, separated by a glass partition. The students are given hands on experience in developing skills and techniques related to Interior decoration; Housekeeping; Furniture arrangement; Event Management and Architectural plans.

- **Institutional Food Administration Laboratory/Cafeteria**

The cafeteria enables the students to gain practical experience in all aspects of food service management

- **Diet Clinic:**

The Diet Clinic renders advice on health, hygiene, general and therapeutic nutrition and dietary counseling for life style disorders

- **Plant Nursery:**

It houses almost 50 different species of foliage, ornamental and flowering plants.

**(b) Extra Curricular Activities – Sports, Outdoor and Indoor Games, Gymnasium, Auditorium, NSS, NCC, Cultural Activities, Public Speaking, Communication Skills Development, Yoga, Health and Hygiene**

For Sports, Outdoor and Indoor Games, Gymnasium, Auditorium, NSS, NCC, Cultural Activities, Public Speaking, Communication Skills Development and Yoga refer to the evaluative reports of the departments.

**Health and Hygiene**

- Students and staff undertake cleanliness and polythene free campus drives and organise seminars related to personal and community health and hygiene.
- There is provision of a sick room with facilities for first aid by a qualified nurse
- The government hospitals situated in the neighbourhood of the college can be easily accessed to provide timely health care
- Water purifiers attached with water coolers and adequate number of clean and hygienic washrooms are available on every floor
- Water dispensers are available in offices and various departments
- Health camps related to important health issues are held
- Diet Clinic offers guidance to related health issues.

**Clubs/Societies:** Various clubs and societies are functioning in the college. The college infrastructure viz classrooms, lecture theatres and laboratories along with the auditorium, conference room and the college grounds are used for the activities conducted by them. The clubs/societies with some of their activities are as follows:-

S.No.	Club/Society	Activities
1.	Art society	Organises workshops, exhibitions and competitions in clay modelling, painting ,shagun envelope making, folder making and eco-friendly carry bag making, glass painting and decorations of pots.
2.	Blood donation society	Regularly organises blood donation camps for students and staff to inculcate a sense of social responsibility.
3.	Consumer club	Holds activities such as street plays, demonstrations, puppet show, extension lectures to impart practical knowledge about consumerism, consumer frauds and its redressal mechanism.
4.	Creatrix club	Teej celebration, Creatrix week, Educational visits, workshops, exhibitions and competitions in Rangoli, Mehendi, Flower Arrangement, Thali Decoration, Best Out of Waste and Artificial Flower Making
5.	Environment society(Harita)	Carries out various environment related activities like tree plantation and go green drives.
6.	Ginger club	Celebrates Nutrition week by organising cookery competitions, awareness lectures, skits, and demonstrations.
7.	Literary and Dramatic society	Organises activities like dramas, skits and street plays, poetry recitation, paper reading, debates, storytelling related to current and social issues.
8.	Music and dance society	Celebrates major national days and festivals along with college functions by undertaking various cultural activities.
9.	National cadet corps(NCC)	Holds training camps and lectures to develop Character, Comradeship, Discipline, Leadership, Secular Outlook, Spirit of Adventure, and Ideals of Selfless Service.
10.	National Service scheme (NSS)	Organises rural and college camps to develop skillssuch as stitching, embroidery, healthy cooking practices, making of soaps and detergents at home, balanced diet, healthy eating practices, tie and dye, best out of waste, flower arrangements and effective parenting skills with the help of different departments of the college.
11.	Panache club	Organises Aakriti (annual fashion show), Tex-style week, exhibitions and workshops to teach latest techniques in dyeing, printing, embroidery, garment construction and related aspects.
12.	Red ribbon club	Holds camps, workshops and candle light march to generate awareness regarding control of AIDS.
13.	Students council	Helps in organising curricular and co-curricular activities and maintaining discipline.
14.	Alumni association	Organises social events and raises funds for the organisation and also provides a variety of benefits and services that help alumni maintain connections with their Alma Mater and fellow graduates

**4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed / augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and future planned expansions if any).**

The institution has adequate infrastructure for providing quality education and co-curricular activities. The Principal gives a weekly report to Director Higher Education, compiled by the nodal officer of the college. It highlights the status of civil, electrical and public health work for which administration approval has already been received and other works which are under process. The intervention of the Director Higher Education Officer helps in timely completion of various institution projects.

For academic growth and optimum utilization of resources, heads of the departments put up their up gradation plans (regarding infrastructure) to the Principal, keeping in mind the changing scope and needs of the syllabus.

- Modern equipment, tools and supplies are purchased out of M&S plans as required to upgrade the laboratories and ensure academic growth.
- The purchase committee looks after the purchases of the college.
- The Principal has ensured optimum use of the available infrastructure.
  - The old broken furniture has been repaired and reused
  - The basement and underground parking areas are being used as examination halls and two-wheeler parking areas respectively
  - An unused Biochemistry laboratory on the top floor has been renovated and divided into a smart classroom and a laboratory
  - Spacious dressing areas have been converted into small classrooms on first and second floor of the college.

Modern education technology aids and adequate physical facilities are being used in teaching - learning process. Almost all the departments have smart class rooms, smart boards, projectors, personal computers, printers and internet connectivity. The college also has its own fully functional website.

A brief detail of expenses incurred on developing/augmenting the infrastructure of the college are tabulated below:

**Amount spent on developing/augmenting of campus infrastructure**

Sr. No.	Name of Work	Amount Spent	Year	Source
1.	Fixing interlocking paver	Rs.2,44,900/-	2011-2012	Director Higher Education (DHE) Chandigarh Administration (Chd. Admn.)
2.	Providing Air condition points in Auditorium Hall/ Gymnasium Hall, Library and Conference room	Rs.2,70500/-	2012-2013	DHE, Chd. Admn.
3.	Augmentation of Campus Lighting	Rs.2,50,000/-	2012-2013	DHE, Chd. Admn.
4.	P/F M.S. Grills in M.Sc. and B.Sc. Hostel	Rs.5,00,000/-	2012-2013	DHE, Chd. Admn.
5.	P/F 4mm thick paver blocks	Rs.1,43,000/-	2012-2013	DHE, Chd. Admn.
6.	Tarring and Retiling of Roof leakage of M.Sc. Hostel and various laboratories	Rs.9,75,300/-	2013-2014	DHE, Chd. Admn.
7.	Laying of Vitrified Floor tiles B.Sc. Hostel's Dinning hall and Common room	Rs.5,72,100	2013-2014	DHE, Chd. Admn.
8.	Laying of vitrified floor tiles in college building	Rs.4,74,800/-	2013-2014	DHE, Chd. Admn.
9.	Tarring and Retiling of Roof leakage of Auditorium and Badminton Hall	Rs.8,88,900/-	2014-2015	DHE, Chd. Admn.
10.	Renovation of Family Resource Management Deptt. and Food and Nutrition Department	Rs.1,26,17,000/-	2014-2015	DHE, Chd. Admn.
11.	Strengthening of dilapidated hostel balcony pillars and walls	Maintenance Deptt. UT	2014-15	DHE, Chd. Admn.
12.	Re-carpeting of Approach road and Parking	Rs.17,50,700/-	2014-2015	DHE, Chd. Admn.
13.	Putting up of roller blinds in common room and dining hall	Rs. 1,84,320	2014-2015	M&S Plan
14.	Installation of Fabricated air coolers in Mess and Common Room	Rs. 2,731,00	2014-2015	M&S Plan

- The Institutional Master layout Plan: **(Annexure-VIII)**

#### **Existing Physical Infrastructure:**

The Home Science College is spread over a total plot area of 17 acres consisting of various blocks/ sections which are as follows:

- The College building is spread over 3 floors and has total covered area of 91,000 sq. ft.
- B.Sc. hostel building (old and new wing) has 172 rooms with attached balconies and ample open space
- M.Sc. hostel building has 58 rooms
- Chaitanya laboratory school
- The college building also houses canteen, auditorium, indoor badminton hall, plant nursery and sprawling lush green grounds.

### Future Planned Expansions/Renovations

Sr.No.	Name of the work	Status
1.	Renovation of college computer laboratory ( electric work )	Rs.2,59,900(Sanctioned)
2.	Renovation of toilet block in B.Sc. Hostel (New and old wing)	Rs.24,56,000 (Sanctioned)
3.	Building of ramp	Layout plans approved from DHE office
4.	Building of new toilets.	Proposal is under process with DHE office
5.	Designated Parking facilities for staff , students and visitors	The Engineering department is working on its technical, financial and administrative processing.
6.	Building of speed breakers on the road	Request sent to DHE office.
7.	Building B.C. road and pedestrian track for students	Request sent to DHE office
8.	Installation of Roof Top Solar Photovoltaic Power Plant	Project sanctioned and about to start. The entire cost to be borne by the Department of Science and Technology, Chandigarh Administration

### Expansions and Renovations undertaken at Departmental Level

#### Department of Foods and Nutrition:

- State of Art cafeteria being developed
- Microbiology and Bio Chemistry Laboratories have been upgraded
- B.Sc. and M.Sc. food production laboratories to be converted to state of art modular multipurpose laboratories.

#### Department of Family Resource Management (FRM):

- The old cottage laboratory has been converted into four new laboratories namely Furnishing laboratory with modular kitchen, Ergonomics laboratory, CAD laboratory, Design studio and Staff rooms (teaching and non-teaching)
- Apart of spacious FRM laboratory has been converted into Equipment laboratory
- A new class room has been developed
- Retiling of balconies has been done.

### **Department of Computers:**

The department plans to undertake the complete renovation of the computer laboratory with following provisions:

- 30 computer workstations with storage space
- Modular electrical fittings.
- Renovation of existing wall cabinet, windows, doors and flooring
- Provision for White Board, Exhaust fans
- Wall Mounting of LED as a teaching aid.

### **Departments of English, Physics and Chemistry:**

- Tilling of floors has been completed.

### **Department of Clothing and Textiles:**

- A store room has been converted into a computer laboratory and the adjoining storage area merged into it, to increase the size of the laboratory
- The laundry laboratory has been divided into two laboratories--printing/weaving laboratory and textile chemistry/laundry laboratory
- The plain chipped off cemented flooring has been replaced with the tiled flooring
- The flooring of dyeing laboratory has been replaced with an anti-skid tiled flooring and old sinks and shelves have been replaced with granite sinks and shelves
- The existing store in the laboratory has been provided with extra wooden cupboards for storage
- The old chemistry laboratory has been converted into M.Sc. construction laboratory and provided with industrial sewing machines
- The old staff room has been converted into a smart classroom and an extra laboratory staff room has been renovated into a staff room for teaching faculty
- The staff toilet has also been renovated with tiles on floors and walls
- A store room has been converted into knitting laboratory
- A store room has been converted into staff room.

### **Department of Human Development and Family Relations:**

- Chipped off and damaged cemented flooring has been replaced with tiled flooring

#### **4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?**

There is a disabled friendly washroom on the ground floor. The physically disabled laboratory staff is assigned work on the ground floor of the college. The proposal for the college ramp has been sanctioned by the DHE and the construction drawings have been supplied to the Engineering Department.

#### **4.1.5 Give details on the residential facility and various provisions available within them:-**

##### **Hostel Facility – Accommodation available**

The college has two hostels for girl students.

- M.Sc. Hostel with 58 rooms spread over three floors
- B.Sc. Hostel with 172 rooms spread over four floors
- Adequate numbers of wash rooms at each floor
- Students from other colleges are also accommodated in B.Sc. and M.Sc. hostels depending upon vacancy.

##### **Recreational Facilities, gymnasium, yoga centre, etc.**

- Yoga sessions and Aerobic exercises for hostellers and day scholars are held invariably in auditorium, gymnasium hall and college grounds
- A well-equipped gym “VENUS” with three treadmills, two criss-cross steppers and a weight training set
- A multi gym with six stations in physical education department
- An indoor Badminton Hall.(Sports authority of India approved coaching centre)
- A 200 meter athletic track
- Indoor games like carom, chess, ludo are also available to help the students relax and unwind at the end of the day
- The college library offers a variety of multilingual light reading material like newspapers, fiction, poetry, prose, biographies, magazines relating to fashion, embroidery, health, interiors, housekeeping and general knowledge.

##### **Computer Facility including access to internet in hostel**

- There are 06 computers in the hostel with 02 printers.

##### **Facilities for Medical Emergencies**

- A staff nurse resides in the hostel campus, provides first-aid and caters to all medical emergencies as and when required
- The government hospitals (Government Multi Speciality Hospital and Post Graduate Institute of Medical Education and Research, PGIMER) situated in the neighbourhood of the college can be easily accessed to provide timely health care.

### **Library Facility in the Hostels**

- Yes, there is a mini library with basic books of various subjects along with magazines and daily newspapers.

### **Internet and Wi-Fi Facility**

- No separate Internet and Wi-Fi facility is available in the hostel.

### **Recreational Facility – common room with audio-visual equipment**

- Both the hostels have common rooms with audio visual equipments like television with DTH connection, music system and indoor games like carrom, chess and ludo

### **Available Residential Facility for staff and occupancy, constant supply of safe drinking water**

- Residential facility for hostel wardens and staff nurse is available in the hostels
- Residential facility for the Principal is also available within the college premises
- Purified/ safe drinking water is available in all the hostels, round the clock. Water Coolers with purifier are also installed in every hostel.

### **Security**

- 24 hour gate security is available on all the gates in the college
- The facility of patrolling/security at night is also available making the campus safe for the resident students
- CCTV cameras are installed in the hostel.

### **Hostel Mess**

- Two fully functional neat and clean messes operate in both the hostels with adequate mess staff
- A variety of hygienic and nutritious food planned by Foods and Nutrition department is served
- A special menu can also be ordered on demand by the hostellers.
- Provision of Barn Marie for serving hot meals.



### Miscellaneous facilities

- Tailor facility is available in the Hostel
- A beautician on call is also available
- Provision of laundry facilities
- College canteen services are also available till evening.

#### 4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

- Organizing periodic health camps and health care seminars in college campus by inviting specialists from related agencies. Refer to 4.1.5

#### 4.1.7 Give details of the Common Facilities available on the campus – spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

The college has specified spaces for common facilities in the college. Details are as under:

S.No.	Unit	Specified Space	In charge
1	IQAC	Conference Hall	Prof. Nirupa Marwaha
2	Grievance Redressal Cell	Conference Hall	Prof. Nirupa Marwaha
3	Women’s Cell	Campus*	Dr. Ravneet Chawla
4	Counselling and Career Guidance	Department of Human Development and Family Relations	Dr. Jagiwan Kaur Dr. Reetinder Brar
5	Placement Cell/Unit	Room No. 30, Ground Floor	Dr. Ravneet Chawla
6	Anti-Ragging Cell	Room No. 34, first floor	Mrs. Savita Vashist
7	Health Centre	B.Sc. Hostel Sick room	Mrs. Poonam (Nurse)
8	Canteen	Campus	Foods and Nutrition Department
9	Recreational spaces for staff and students	Library, Auditorium, Badminton Hall, Gymnasium, Common room, Staff room	The concerned faculty
10	Safe drinking water facility	Floors of College building and Hostels	Caretaker
11	Auditorium	Campus	Dr (Ms.) Priyanka

12	Girls' Common Room	Hostels	Mrs.PreetiSood (Hostel Superintendent)
13	Tailor	Hostel	Mrs.PreetiSood (Hostel Superintendent)

\*In Collaboration with the Family Counselling Centre, Women and Child Support Unit of Chandigarh Police, Sector 17, Chandigarh.

## 4.2 Library as a Learning Resource

### 4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student / user friendly?

Yes, the college library has an Advisory Committee comprising of Vice Principal, four senior most heads of different departments and the librarian. Various initiatives implemented by the committee to make the library student / user friendly, are:-

- Computer Software OPAC has been installed in the library which facilitates locating of books by author name as well as by title of the book. This is in addition to the manual catalogue already available in the library
- Eight computers in the library with internet facility help the students in preparing their assignments, projects and other miscellaneous work related to curricular and co- curricular activities
- Students from local as well as out station colleges are allowed to avail the college library facility, with the permission from their respective heads and from our college Principal
- Keeping in mind the general interest and recreation of the students, various magazines, journals, light reading materials are procured on regular basis.
- The advisory committee and the library staff work closely for the upkeep and improvement of the infrastructural and academic requirement of the library
- CCTV cameras are provided in the library for monitoring of various sections

- The committee also considers and redresses the students' grievances regarding library matters.

#### 4.2.2 Provide details of the following:

**Total area of the library:** 4400 square feet (approximately)

**Total Seating Capacity:** 200

#### Working Hours

1.	Working Days Monday to Friday Saturday	9:00 am to 4:00 pm – 7 hours 9:00 am to 2:00 pm – 5 hours
2.	Summer vacations Autumn/Winter vacations	8:00 am to 2:00 pm – 6 hours 9:00 am to 4:00 pm – 7 hours
3.	Before and During examination days	9:00 am to 4:00 pm – 7 hours
4.	On Holidays and Sundays	Closed

#### Layout of the Library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

The layout of the library consists of Circulation area, Reading spaces, Reference section, Lounge area, Newspaper and magazine section, Computer corner for accessing E-resources and a visitor's belongings' counter.

#### 4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

Purchase and use of current titles, journals, reference books, newspapers and other reading materials is based on the requirements and recommendations of the faculty members and students. Grants are utilized as per the scrutiny and recommendations of the advisory committee. Amount spent on procuring books, journals during the past four years are tabulated below:-

Session	Government Grants		UGC Grants	
	Amount	Number	Amount	Number
2011-12	2,00,000	Books -358 ; Journals-8	26,000	Books- 31
2012-13	3,69,880	Books -696 ; Journals-19	--	--

2013-14	2,00,000	Books-147 ; Journals-10	--	--
2014-15	4,00,000	Books-437 ; Journals-23	--	--
Total	11,69,880		26,000	

#### 4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- **OPAC (Online Public Access Catalogue)**

OPAC computer Software is installed in the library which facilities locating books by author name as well as by title of the book

- **Electronic Resource Management package for e-journals**

Subscription/membership of INFLIBNET renewed every year which provides access to e-journals and e-books

- **Federated searching tools to search articles in multiple databases.** No

- **Library Website** – The Library does not have a separate website

E-mail ID of library –libdept10 @gmail.com

- **In-house / remote access to e-publications.**

-All the college departments are provided with Internet facility along with individual ID for each faculty

-INFLIBNET membership is available to the faculty members

- **Library Automation**– Yes. LIBSYS software available in the library

- **Total number of computers for public access** -08

- **Total number of printers for public access** - 02

- **Internet band width / speed**  2 /  10 mbps  1 gb (GB)

All the computers in the library connected through LAN, with only one broadband internet connection of 1 mbps

- **Institutional Repository:-** NA

- **Content management system for e-learning.** --

- **Participation in Resource sharing networks / consortia (like Inflibnet)**

INFLIBNET is available in the library. Online journal provides membership which is renewed every year and is used equally by staff and students.

#### 4.2.5 Provide details on the following items:

- **Average number of walk-ins :** 300

- **Average number of books issued / returned:** 300-350 per day
- **Ratio of library books to students enrolled:** 32,000/500 = 64 books
- **Average number of books added during last three years:** 1250
- **Average number of login to OPAC:** 80-150 per day
- **Average number of login to e-resources:** 30-35
- **Average number of e-resources downloaded / printed:** As per need
- **Number of information literacy trainings organized:-** ----
- **Details of “weeding out” of books and other materials**  
 2013-2014 -35  
 2014-2015 -383 (approval received and weeding out in process)
- Every year newspapers are sold off to scrap dealer with permission from the Advisory Committee and the Principal
- Old magazines are sold to students, faculty members and college staff at a discounted price every year and the money is deposited in the Amalgamated Fund
- Subject magazines are bound and placed in reference section
- Binding and Repair of torn books is undertaken by an approved binder from State Library

#### 4.2.6 Give details of the specialized services provided by the library

1.	Manuscripts	Nil
2.	Reference	Yes. Reference books are available catering to the needs of all departments.
3.	INFLIBNET/ IUC facilities	Is available. Online journals provide membership which is renewed every year.
4.	Reprography	--
5.	ILL (Inter Library Loan Service)	N.A. Since ours is the only college of its kind in Panjab University. However, students have been enrolled with state libraries sector 17 and sector 34.
6.	Information deployment and notification (Information Deployment and Notification)	Yes the list regarding arrival of new books and journals is put on the display board
7.	Download	Yes, downloading of data is allowed in library computers
8.	Printing	2 Printers are available in the library
9.	Reading List/ Bibliography compilation	Easy access to fully computerised list of books (OPAC).

10.	In-house/ remote access to e-resources	INFLIBNET is available in the library, Online journal provides membership which is renewed every year.
11.	User Orientation and awareness	New Students are introduced to different sections of books, catalogue using, working of library and all other aspects related to library. All the users are made aware of different facilities available in the college library and guided by the library staff as per their needs.
12.	Assistance in searching Databases	OPAC and manual catalogue available.

**4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college**

- Library staff provides full support to the students, faculty and library users in locating various books as well as suggesting related reading material
- Eight computers with internet facility and two printers are available for use in the library
- The library staff displays the list regarding arrival of new books, journals and other reading material on the notice board
- Relevant paper clippings and Question banks

**4.2.8 What are the special facilities offered by the library to the visually / physically challenged persons? Give details – Nil**

**4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)**

Yes, the library gets the feedback from its users. There is a feedback / suggestion box in the library where users can put in their complaints, ideas and suggestions, apart from feedback through verbal communication between users and the library staff. These are later viewed and analysed by the advisory committee and library staff and suitable corrective measures are adopted.

**4.3 IT Infrastructure**

**1.3.1. Give details on the computing facility available (hardware and software) at the institution**

- Numbers of computers with configuration (provide actual number with exact configuration of each available system)
- Computer-student ratio

- Stand-alone facility
- L A N facility
- Wi-Fi facility
- Number of nodes/computers with internet facility
- Any other

**Number of Computers with Configuration: Total – 95 Computers**

S.No.	Operating system	Processor parameters	RAM capacity	Hard disk	No. of Computers	Internet facility
1.	Windows-XP	Pentium 3	512MB	20GB	1	Yes
2.	Windows-XP	Pentium 3	512MB	80GB	1	Yes
3.	Windows-XP	Pentium 4	512MB	40GB	2	Yes
4.	Windows-XP	Pentium 4	512MB	80GB	3	Yes
5.	Windows-XP	Pentium 4	512MB	40GB	2	Yes
6.	Windows-XP	Pentium 4	512MB	80GB	1	Yes
7.	Windows-XP	Pentium 4	512MB	20GB	1	Yes
8.	Windows-XP	Pentium 4	512MB	40GB	6	Yes
9.	Windows-XP	Pentium 4	512MB	80GB	19	Yes
10.	Windows-XP	Pentium 4	512MB	160GB	1	Yes
11.	Windows-XP	Pentium C2D	1GB	320GB	5	Yes
12.	Windows-7	PentiumI-3	2GB	500GB	37	Yes
13.	Windows-7	PentiumI-5	2GB	500GB	14	Yes
14.	Windows-7	PentiumI-7	2GB	500GB	2	Yes

**Computer-Student Ratio: 1:1**

The time-table is set in such a way so as to facilitate one is to one student-computer ratio.

**Stand Alone Facility:** Every computer in the college is stand alone as there is no client server architecture

**LAN Facility:**

1.	ADSL /Switch/WiFi Router	01
2.	Switch WiFi router	01
3.	Switch (16 port/03+8 port/09+5 port/01)	13
	<b>Total</b>	<b>15</b>

**Wi-Fi Facility:**

- Wi-Fi facility is available in the computer laboratory
- The facility is also available in department of Foods and Nutrition

**Number of Nodes/Computers with Internet Facility:**

All the computers in the college are provided with internet facility

**Any other: --**

**Projectors: 19**

**Projection screens:**

Fixed screens: 19

Portable screens: 03

**Laptops: 09**

**Printers: 48**

Coloured printers: 03

Black and White printers: 27

All in one machines: 18

(Printer, scanner, photo copier, fax)

**1.3.2. Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?**

**Computer and internet facility on college campus:**

Students	A Fully air-conditioned Computer laboratory, with 25 Computers having LAN Internet facility, printers and software relevant to the curriculum. The library and all the departments are equipped with computers, internet connection and related software for the use by the students.
Faculty	All the departments are provided with desktops, internet facility, printers and requisite software for use by the faculty.
Administrative section	The administrative staff of the college is also provided with computers, Internet facility, printers and relevant software.

**Computer and internet facility off college campus:**

Faculty	All the heads of various departments are provided with laptops to be used by the faculty off the campus.
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**1.3.3. What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?**

The institution adopts need based policies and strategies for technology deployment, upgrading and maintenance. The college plans to-

- change broadband to lease line internet connectivity
- Upgrade all software as per the latest trends, syllabus and curriculum
- Replace old configuration computers with latest technology computers
- Provide Wi-Fi facility in the college campus
- Avail regular inputs from the IT Consultants
- Provide ICT facility to all the classrooms and laboratories.

**1.3.4. Provide details on the provisions made in the annual budget for procurement, up gradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)**

The table below provides the details of expenditure incurred in up gradation and maintenance of computers and accessories during the past four years.

<i>YEAR</i> <i>ITEM</i>	2011-12	2012-13	2013-14	2014-15	Total
<b>Computers and Accessories</b>	5,02,135	3,70,253	5,99,441	89,272	15,61,101
<b>Software</b>	1,89,000	3,79,630	--	--	5,68,630
<b>Maintenance</b>	1,24,442	36,848	1,21,848	62,458	3,45,596
<b>Total</b>	8,15,577	7,86,731	7,21,289	1,51,730	24,75,327

**1.3.5. How does the institution facilitate extensive use of ICT resources including development and use of computer aided teaching/learning materials by its staff and students?**

- The college is increasingly being equipped with computers and relevant software for effective teaching-learning and administrative purposes.
- The teaching spaces are provided with high quality multimedia equipment

- Individual departments are also provided with computers, internet facility and printers along with need based software related to curriculum
- The department of Clothing & Textiles and Family Resource Management have separate computer aided design labs
- The course content is presented in the form of power point presentations to facilitate diverse, motivating and productive learning
- The faculty also update their knowledge base by using the Internet for their research and classroom teaching activities
- The college students extensively and regularly utilize ICT facilities for preparing their assignments, projects and presentations related dissertation work and for the latest information of their course content.

**1.3.6. Elaborate giving suitable example on how the learning activities and technologies deployed (access to on-line teaching-learning resources, independent learning, ICT enabled classrooms/Learning spaces etc.)By the institution place the students at the centre of teaching-learning process and render the role of a facilitator for the teacher.**

ICT is an effective tool in supporting teaching and learning.

- Audio-visual aids, computer multimedia software serve as excellent instructional aides to engage students in the learning process
- These facilities provide access to worldwide information resources and initiate the students to inquire, develop extensive subject notes, power point presentation
- The faculty put in their best effort to make lessons more interesting and enjoyable for the students by using ICT techniques which in turn enhance recall of previous learning, providing new stimuli, activating the students' response and providing systematic feedback
- The projector installed in auditorium is extensively used during college curricular and co-curricular activities, seminars, workshops and conferences.

**1.3.7. Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?**

- All the staff members are provided with INFLIBNET IDS which helps in easy access to e- journals and e-books.

**4.4 Maintenance of Campus Facilities**

**4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)**

- Proper planning and its execution well in time ensures the proper utilization of the available financial resources. The list of equipment with their approximate cost, required by all the departments for the next academic session is prepared in advance and sanction for the same under M&S plan is sought from the Director Higher Education
- Annual maintenance contracts are signed for the upkeep of fire extinguishers, water coolers, computers, and EPBAX system (**Annexure-VIII A**)
- CCTV cameras are installed in the college for better monitoring and for safety and security of the students
- The maintenance of the college infrastructure is undertaken by the engineering department, Chandigarh Administration
- The maintenance and upkeep of the equipment and computers is done by the respective departments.

**The detail of expenses incurred under M&S plan is tabulated below:**

<b>YEAR ITEM</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>Grand total</b>
<b>Building</b>	--	--	--	54,596	--	54,596
<b>Furniture</b>	48,000	4,80,196	2,70,117	2,76,151	3,05,517	13,79,981
<b>Equipment</b>	7,09,448	5,39,264	1,28,923	13,53,567	16,06,596	43,37,798
<b>Computers</b>	22,67,079	6,91,135	7,49,883	5,99,441	89,272	43,96,810
<b>Vehicles</b>	--	--	--	38,365	--	38,365

<b>Any other</b>	3,25,000	2,89,400	9,21,077	1,77,477	4,98,610	22,11,564
<b>Total</b>	33,49,527	19,99,995	20,70,000	24,99,597	24,99,995	1,24,19,114
<b>Budget Allocated</b>	33,50,000	20,00,000	20,70,000	25,00,000	25,00,000	1,24,20,000

The detail of expenses incurred under UGC grant is tabulated below:

<b>YEAR ITEM</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>Grand total</b>
<b>Building</b>	--	--	--	--	--	--
<b>Furniture</b>	1,20,000	--	--	--	--	1,20,000
<b>Equipment</b>	280,000	--	--	--	--	280,000
<b>Computers</b>	390,000	--	--	--	--	390,000
<b>Vehicles</b>	--	--	--	--	--	--
<b>Any other</b>	160,000	--	--	--	--	160,000
<b>Total</b>	950,000	--	--	--	--	950,000
<b>Budget Allocated</b>		--	--	--	--	--

#### 4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

##### (a) Institutional mechanisms for maintenance and upkeep of the Infrastructure

- The Principal sends a weekly report to Director Higher Education, compiled by the nodal officer of the college, highlighting the status of civil, electrical and public health works approved by administration
- There is a designated caretaker from amongst the office staff who looks after the overall upkeep and maintenance of college infrastructure
- Major maintenance works are carried out by the concerned departments of Chandigarh Administration
- Minor repairs, if any, are taken care of by the college authorities

In a nutshell, there is an effective mechanism in place for maintenance of all the infrastructure facilities

##### (b) Mechanisms for maintenance and upkeep of the equipment/facilities of the college.

- The laboratory and electronic equipment are maintained and repaired as and when the need arises on the recommendation of the concerned teaching staff /

laboratory staff. Sanction through proper channel is obtained for incurring expenditure for its upkeep and maintenance

- In case of computer laboratory and other computers installed in various departments of the college, services of company authorized personnel are availed
- Periodic oiling, servicing and repair of equipment in various laboratories is undertaken by the individual departments
- Some departments have Annual Maintenance Contracts (AMCs) signed with respective suppliers to ensure proper maintenance and upkeep of equipment and facilities (**Annexure VIII A**)

**4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment / instruments?**

- Calibration and other precision measures for the equipment and instruments in various laboratories is carried out by respective departments as per need and requirement
- Various machines and equipment of the gym and auditorium are also repaired as and when required

**4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?**

- Stabilizers and tripping circuits are provided with sensitive/ other major equipment to balance out voltage fluctuations
- Most of the computers are provided with individual UPS
- Adequate capacity overhead water tanks are provided in the main college building and hostels as well to ensure round the clock water supply

**Any other relevant information regarding Infrastructure and learning resources**

- **Mini Rose Garden**

A Mini Rose Garden has been developed near M.Sc. Hostel during the current session (August, 2015). About 250 saplings of different varieties of roses have been planted.

- **Mini Cactus Garden**

The unused vacant area near the main gate has been levelled and a number of Cactus and Succulent plants grown to make students understand the

hardy plants, rockeries and landscape skills which can be practiced at home front as well.

- **Gazebo**

An octagonal gazebo near the canteen provides comfortable seating area for students and visitors.

## **CRITERION V:**

### **STUDENT SUPPORT AND PROGRESSION**

#### **5.1 Student Mentoring and Support**

##### **5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?**

Yes, the college publishes its prospectus annually (Hard Copy as well as Online) and includes all the relevant information about the following aspects:

- College Profile
- Faculty
- Schedule of Admission
- Courses Offered and Total Seats
- Eligibility for Admission
- General Information
- Reservation Policy
- Concessions and Scholarships
- Clubs and Societies
- Annual Activity Calendar and Vacations
- Courses of Study
- House Examinations and Prizes
- Fee Structure
- Fee Refund Policy
- Code of Conduct.
- Leaves Rules
- Foreign Students
- Hostel and Rules
- Library Rules
- Modalities of Downloaded Admission Forms
- Important Instructions
- Check List
- List of Fake Universities

#### **ONLINE**

- Prospectus of the college is available online on the college website [www.homescience10.org](http://www.homescience10.org).
- The online version of prospectus possesses has the same information as hard copy. The college ensures 100% commitment and accountability of the information given in the prospectus as well as website.

**5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?**

The college helps the economically weaker but otherwise deserving students. It offers a number of scholarships and awards to keep them motivated. Fee concession is granted to economically weak students in time. Financial aids are also granted from “Students Aid, Alumni and Red Cross Fund”. All the students belonging to SC, ST, OBC, Minorities and Economically Weaker Section are provided with the scholarship as per their eligibility. The detailed list of number of students receiving financial assistance is presented below:

Number of students receiving financial assistance			
Session	Fee Concession from College	Books and Stationery worth Rs 350/- (only for SC and ST students of College)	Scholarship from Administration/Government/ University/Other Agencies
2011-12	17	45	11
2012-13	20	38	09*+01**
2013-14	28	43	21*+07**
2014-15	33	58	20*+11**

**\*UT Pool Number of scholarships disbursed**

**\*\*Forms sent to Punjab/Haryana/Himachal Pradesh. But disbursement data is not available.**

**5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?**

The details of the students receiving financial assistance from state government, central government and other national agencies are as follows:

Session	2011-12	2012-13	2013-14	2014-15
<b>Total number of students</b>	436	444	489	534
<b>Number of students availed scholarships</b>	73	68	99	122
<b>% of students receiving financial assistance</b>	16.74	15.31	20.24	22.84



#### **5.1.4 What are the specific support services/facilities available for**

##### **Students from SC/ST, OBC and economically weaker sections**

- College has reservations for SC, ST and OBC students as per university and government norms
- The college provides forms and information to the students about government scholarships
- The college provides all kinds of assistance to the students for filling the application forms and submit them online
- Fee concessions/free ships are provided by the college to the students of economically weaker sections
- Budgetary allocation of Rs.350/- per student has been provided by education department, Chandigarh Administration for free books and stationery to all SC/ST students every year
- Sometimes the college faculty members voluntarily help the needy and good students economically by paying fees

##### **Students with physical disabilities**

- 3% seats are reserved for physically disabled/handicapped students
- As part of the affirmative action all the classes with physically handicapped students are arranged on the ground floor. At present, there is no student with physical disabilities
- There is a specially designed toilet for students with physical disabilities
- Separate parking facility has been allocated for physically challenged students
- Plan for ramp construction has been approved

##### **Overseas students**

- The students are required to pay US \$455 as registration fees. The following foreign students are exempted from registration fees:
  - Tibetan refugees students
  - Foreign students who have been admitted under the *Indian Council for Cultural Relations (ICCR)* various scholarships schemes
  - There is no overseas student in the college at present.

##### **Students to participate in various competitions/National and International**

- The college provides information to the students about the various competitions at National and International levels
- Flexibility in the examination schedules and lectures to accommodate student participation
- Extra classes to make up for the unattended syllabus
- Faculty members guide and encourage the students to participate

- College makes arrangement for transportation of the participants from college to the venue and back
- Faculty members always accompany the participants.

**Medical assistance to students: health centre, health insurance etc.**

- First aid box is kept in all the departments of the college as well as in B.Sc. and M.Sc. college hostel
- Warden and hostel committee members provide assistance to the hostellers during odd hours
- In case of emergency, students are admitted in Government Hospital, Sector-16 located across the road and the guardians are intimated immediately
- Resident nurse is available for all the students 24x7 in the college hostel
- Medical services through GMSH-16 are available in the neighbourhood.

**Organizing coaching classes for competitive exams**

- The college formally does not provide regular coaching classes for students but the teachers in their individual capacity help the needy students through tutorials and guidance
- The guidance and placement cell of the college provides judicious information about diverse competitive examinations
- Students get help from the library which is well-equipped with latest study material of general knowledge books, competition and examination books.

**Skill development (spoken English, computer literacy, etc.,)**

- Personality development classes are organized by the college from time to time to enhance the communication skills of the students
- Computer knowledge is imparted as a part of their curriculum
- Skill development workshops are organized regularly.

**Support for “slow learners”**

Special classes are conducted for the benefit of the slow learners and personal guidance is given as per their requirements.

**Exposure of students to other institutions of higher learning/ corporate/business house etc.**

Most of the departments conduct educational tours and industrial visits to esteemed institutes of learning like Verka Milk Plant, Apparel and Textiles industries, Suraj Kund Mela, Poultry Farms and Institutes for special children and Old age home.

### **Publication of student magazines**

The college magazine named “PRATIBIMB” has been restarted. Informative as well as interesting articles and research abstracts for the magazines were contributed by the staff and students.

#### **5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.**

The efforts made by the institution to facilitate entrepreneurial skills are:

- In B.Sc. Home Science, “Economics and Entrepreneurship Development” is a part of curriculum as one of the subject which develops entrepreneurial skills
- The main effort in developing the curriculum remains in the Home Science practicals such as stitching and designing apparel, interior designing and decoration, culinary, counselling skills which can facilitate entrepreneurial activities later on
- Annual workshops are held regularly to facilitate entrepreneurial skills in the students by the various departments
- College regularly send the students for industrial exposure and Internships as part of their curriculum
- Students are encouraged to inculcate practical thinking with the help of case study on entrepreneurs. Students are also informed with Government initiatives and policies to run small scale enterprises, as start up entrepreneurs.

#### **5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.**

- \* **additional academic support, flexibility in examinations**
- \* **special dietary requirements, sports uniform and materials**
- \* **any other**

Annual activity calendar is prepared for the overall development of the personality of the students in extracurricular and co-curricular activities. The college has a number of societies and clubs like Sports Wing, NSS, Red Ribbon Club, Environment Club, Panache Club, Creatrix society and Ginger Club. These societies and clubs organize activities such as games, quiz, debate, discussions, cultural activities, Interclass/ departmental competitions sports meet and annual function every year. The college gives awards, certificates, shields and cash prizes to deserving students to motivate them to achieve excellence in their pursuit of co-curricular activities

**Additional Academic Support Flexibility in Examinations.**

- The college assures that the students do not suffer academically due to the participation in competitions and camps during examination
- Special examinations are conducted for the benefit of the students who participate in various competitions

**Special Dietary Requirements, Sports Uniform and Materials.**

- The college provides refreshments to the students who participate in extracurricular and co-curricular activities. Refreshment provided to sports students @Rs. 50/- per day/ day scholar and @Rs. 100/- per day/ hosteler.
- NCC uniforms and Sports kit are also provided to the students.

**Any other**

College gives certificates/mementos /cash prize to deserving students in the annual convocation and prize distribution ceremony to acknowledge and motivate them. They are also motivated to participate at state and national level.

**5.1.7 Enumerating on the support and guidance provided to the students in prepare for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defence, Civil Services, etc.**

The college provides appropriate support and guidance to the students for preparing for various competitive exams. The college is running a guidance and placement cell which provides timely information about various competitive and entrance examinations for further studies/jobs.

The number of students who cleared UGC (NET), Defense Services and Police Force examinations in the last five years is given below:

<b>Students cleared UGC(NET), DEFENCE SERVICES and POLICE FORCE</b>				
<b>Examination</b>	<b>Human Development Family Resource</b>	<b>Clothing and Textiles</b>	<b>Foods and Nutrition</b>	<b>Family Resource and Management</b>
<b>Departments</b>				
Ugc (Net)	12	16	08	-
Defence Services	-	-	01	-
Police Force	-	-	01	-
Himachal Pradesh Administrative Services (Hpas)	-	-	-	01

**5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc?)**

- **Academic, Personal and Psycho-social Counselling:**

There is a counselling cell being run by Human Development & Family Relations (HDFR) department. At the time of admissions, the faculty counsels the students for choosing their subjects. The counsellor regularly helps the students in solving various types of problems such as time management, academic stress management, emotional and social problems of the students, pre marital counselling, peer relationship and parents/teacher student relationships. Principal and teaching faculty members also provide counselling to the students as and when need arises

- **Placement and Career Counselling:** Placement cell in collaboration with the departments organize seminars, talks, workshops and interactions with various companies for the students
- **Group counselling** sessions for students on different issues are held from time to time in the hostels.

**5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).**

Yes, the institution has a structured mechanism for career guidance and placement of the students in the form of Placement Cell. In collaboration with related industries and agencies, following departments organize internship for the students.

- **Clothing and Textiles Department** is in collaboration with Dimple Creation, Rainbow Sourcing, Vardhaman, and Nahar Group of Industries for the internship of the students
- **Foods and Nutrition Department** are in collaboration with Government Medical College and Hospital, Sector 32, Chandigarh, General Hospital, Sector-16, Chandigarh and Post Graduate Institute of Medical Education and Research, sector-12, Chandigarh for internship program and NGO's like Developing Indigenous Resources (DIR), Youth Technical Training Society (YTTS)
- **Human Development and Family Relations** is in collaboration with Post Graduate Institute of Medical Education and Research, Sector-12 Government Medical College and Hospital, Sector-32, Indra Gandhi Medical College, Shimla, Institute for Mentally Retarded Children, Pryass, Vatika, and Institute for Blind, Old Age Home, Smarth, and various Schools

- 50 to 60% of the students are absorbed during their internship period.

#### **Services provided by the college**

- It also caters placement grooming in collaboration with various eminent personalities who guide them about personality development, resume writing and portfolio making
- Placement initiatives have been taken by department of Clothing and Textiles in 2013 and 2014 in which textile companies came for campus placement for the posts of merchandisers. Three students were placed
- Furthermore, through social and professional contacts of the teachers, the eligible students are made aware about the advertised vacant posts in colleges, university and industry.

#### **5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.**

Yes, the institution has a grievance redressal cell comprising of one convenor and three faculty members. Students are made aware of grievance redressal cell during orientation programme held in the beginning of the session. Suggestion box is kept in the reception area where students put their suggestion and grievances. The grievances received in the last four years were related to academic matters, library, hostel, Wi-fi and canteen issues.

#### **Redressal**

- The grievances of the students are redressed by the committee as well as by the Principal
- Tutorial sessions are also held with students where specific problems related to academics and personal problems has been discussed and counselling is done for better adjustment

#### **5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?**

The college has a Sexual Harassment Committee comprising of one convenor and five faculty members. However, no sexual harassment case has been reported so far.

#### **5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?**

Yes, the college has an anti-ragging committee comprising of one convenor and five faculty members. The helpline numbers of the committee members are displayed on the notice-board of the college. The members of anti-ragging committee move around the college campus and make sure that the students are

disciplined in the campus. The college also organises an orientation programme for B.Sc., M.Sc. and Post Graduate students of 1<sup>st</sup> year and makes a conscious effort to develop and maintain cordial relationship between junior and senior students by way of organizing freshers party during which the students are made aware of this committee and are encouraged to report any instance of ragging. The students are discouraged in any way for indulging in any activity which pertains to ragging. Talks and lectures are held for the purpose in the beginning of the session and also various posters are put up around the college. No instances of ragging have been reported during the last four years.

**5.1.13 Enumerate the welfare schemes made available to students by the institution.**

There are specific provisions of welfare schemes for the students in the college. Some of the welfare schemes made available to students by the college are as below:

- Special classes are held to help the weak students
- Career guidance and counselling cell
- Placement cell
- Grievance and redressal cell
- Awards to outstanding students in academics, sports and extracurricular activities
- Scholarships / freeships for economically weaker section/deserving students
- Fee concession
- Reservation for single girl child/two girl children
- Reservation for SC/ST
- Anti-ragging committee
- NCC/NSS
- Internet facility
- Tutorials
- Suggestion box placed at the entrance of the college building

**5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?**

The college has an unregistered active alumni association. Some of the activities and contributions of alumni are as follow:

- Interaction of eminent alumni personalities with the students
- Sponsored fees for students belonging to economically weaker section
- Actively participates in various activities such as competitions, fairs, fashion shows and extension lectures.

## 5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student progression	Against % Enrolled (Approximate)
UG to Post Graduate	40%
Post Graduate to M.Phil.	N.A.
Post Graduate to Ph.D.	1 to 2 students per year
Ph.D. to Post-Doctoral	--
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> </ul>	15%* 7.5%**
<ul style="list-style-type: none"> <li>• Other than campus recruitment</li> </ul>	50-55%
Entrepreneurship/Self-employment	1 to 2 students per year

\* Campus Placement in Clothing and Textiles department in 2013 in which 20 students participated and 3 were selected

\*\* Campus Placement in Clothing and Textiles department in 2014 in which 40 students participated and 3 were selected

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

The table given below depicts details of programme wise passed percentage for the last four years.

Name of the Course/programme	2011-12	2012-13	2013-14	2014-15
	Pass percentage (Annual)	Pass percentage (Annual)	Pass percentage (Annual)	Pass percentage
B.Sc. Home Science 1 <sup>st</sup> year	84.4	94.5	76.3	74.7 (Semester system)
B.Sc. Home Science 2 <sup>nd</sup> year	84.8	100	97.7	87.09
B.Sc. Home Science 3 <sup>rd</sup> year	92.9	95.5	97.05	96.5



<b>B.Sc. Fashion designing 1<sup>st</sup> year</b>	86.6	89.6	100	62.06 (Semester system)
<b>B.Sc. Fashion designing 2<sup>nd</sup> year</b>	87.5	100	100	100
<b>B.Sc. Fashion designing 3<sup>rd</sup> year</b>	100	100	100	96.1
<b>M.Sc. Food and Nutrition</b>	100	100	91.6**	Result awaited
<b>M.Sc. Clothing and Textiles</b>	100	72.7	66.6***	Result awaited
<b>M.Sc. Human Development and Family Relations*</b>	100	100	100	Result awaited
<b>P.G. Diploma in Nutrition and Dietetics</b>	100	91.3	66.6	Result awaited
<b>P.G. Diploma in Fashion Designing</b>	100	91.6	100	44.4****
<b>Post graduate Diploma in Child Guidance and Family Counseling</b>	100	100	100	100

\* Nomenclature has changed from M.Sc. Child Development to M.Sc. Human Development and Family Relations in 2012

\*\* 01 student result has been declared RL (Result awaited)

\*\*\* 04 students results has been declared RL (Result awaited)

\*\*\*\* 03 students results has been declared RL (Result awaited)

### **5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?**

The institution makes a conscious effort to facilitate student progression to either higher level of education or getting a suitable placement including commencement of her own entrepreneurial venture, both at graduate as well as post graduate level. The guidance and placement cell organizes interaction between industrial houses and students for placement. Student's progression is also enhanced by-

- The availability of Post Graduate courses within the college motivates the students to take up higher studies in the college itself
- The college is a registered research centre of Panjab University for Ph.D.
- Academic counselling
- Placement cell activities
- Career counselling

- Different departments have collaboration with related industries and agencies for the internship of the students
- Constant check on their academic progress is closely monitored .

#### 5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

All the departments offer counselling to the students through interactions during extra hours and in the tutorials. The students who are slow learners are identified on the basis of their performance in the internal exams and given extra attention by providing them extra classes so that they can perform well in the University examination. The college provides special support in the following ways:

- Tutorial groups
- Counselling
- Extra classes for weak students.

### 5.3 Student Participation and Activities

#### 5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

S.No.	Department	Event	Month	Activities	Details of participation
1	Music and Dance	Talent Hunt	August	<ul style="list-style-type: none"> <li>• Singing competition</li> <li>• Dance competition</li> </ul>	For B.Sc. H.Sc. 1 <sup>st</sup> year, B.Sc. Fashion Designing 1 <sup>st</sup> year, M.Sc. 1 <sup>st</sup> Semester & Post Graduate Diploma(all streams)
2	Family and Resource Management	Creatrix Week	September	<ul style="list-style-type: none"> <li>• Demonstration and Workshop</li> <li>• Bonsai making</li> <li>• Greeting/Invitation card</li> <li>• Slogan writing</li> <li>• Name plate making competition</li> <li>• Rangoli</li> <li>• Mehandi</li> <li>• Teej</li> </ul>	For all students.
		Exhibition	March	Annual Exhibition	For B.Sc. Home Science students

3	<b>Botany</b>	Environment Week	September	<ul style="list-style-type: none"> <li>• Awareness campaign about current environmental issues</li> <li>• Planting saplings of different ornamental plants (cactus and succulents) near the main-gate which was landscaped and beautified</li> <li>• Inter-class competitions on poster making, collage making, OHP sheet painting, face painting thumb/finger painting, detox diets recipes</li> <li>• Planting of number of lotus in the pond of herbal garden</li> </ul>	For all staff and students
4	<b>Foods and Nutrition</b>	Nutrition Week	September	<ul style="list-style-type: none"> <li>• Slogan writing</li> <li>• Healthy tiffin cooking competition</li> <li>• Skit</li> <li>• Street play</li> </ul>	For all Staff and students
5	<b>Clothing and Textiles</b>	Tex-Style Week	September	<ul style="list-style-type: none"> <li>• Embroidery</li> <li>• Workshop on heritage items</li> <li>• Talk on “CAD”</li> <li>• Tex-Style quiz</li> <li>• Utility items</li> <li>• Innovative product</li> </ul>	For all UG and PG students
		Aakriti	February	Fashion show	For all students of B.Sc. H.Sc. ATD 3 <sup>rd</sup> year, B.Sc. FD 3 <sup>rd</sup> year, PG Diploma in Fashion Designing & M.Sc.. Clothing & Textiles 4 <sup>th</sup> Semester.
6	<b>Zoology Department</b>	Red Ribbon Club	December	• Candle light march for HIV/AIDS awareness	For all students
7	<b>Physical Education</b>	Annual Athletic Meet	February	<ul style="list-style-type: none"> <li>• Track events</li> <li>• Field events</li> <li>• Children race</li> </ul>	For all students  For the children of Chaitanya School

8	NCC		July to March	<ul style="list-style-type: none"> <li>• Independence day celebration</li> <li>• Visited the Institute for blind, old age home</li> <li>• Run for fun</li> <li>• Pledge on anti dowry, anti drug, anti female foeticide</li> <li>• Republic day celebration</li> <li>• Special national integration camp in Srinagar, Jammu &amp; Kashmir</li> <li>• All India trekking expedition Punjab in Baijnath, Himachal Pradesh</li> <li>• Summer annual training camp in Jawahar Navodaya Vidhyala, Sector-25, Chandigarh</li> <li>• National integration camp in Ropar, Punjab</li> </ul>	NCC cadets participated in these activities.
9	NSS		July to March	<ul style="list-style-type: none"> <li>• Orientation of NSS volunteers in July, 2014</li> <li>• Motivation talk by State NSS Liaison Officer Mr. Bikram Rana</li> <li>• Organised poster making, slogan writing, paper reading and poetry writing competitions on different themes.</li> <li>• Taking pledge on Banning Female Foeticide, Anti Dowry, Anti Drug and Communal Harmony and HIV/AIDS awareness programmes</li> <li>• Workshop on Women Empowerment</li> <li>• Lecture on Breast feeding and Breast cancer</li> <li>• Seven day NSS camp</li> <li>• Communal harmony week</li> <li>• Celebrated Vivekanand Jayanti and National Voters day</li> <li>• Road safety awareness camp</li> <li>• International Women's Day</li> </ul>	For 200 NSS volunteers

**5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.**

Session	Activities	Details of major student achievements
2010-11	Intra/Inter college competitions	<ul style="list-style-type: none"> <li>• 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> prize in fresh flowers arrangement at Dr. Ambedkar Hotel Management Institute</li> </ul>
	Participated in Youth festival, Panjab University	<ul style="list-style-type: none"> <li>• Shikha- 1<sup>st</sup> prize in mehendi</li> <li>• Vijayata -2<sup>nd</sup> prize in ghazal</li> <li>• 2<sup>nd</sup> prize in group dance</li> <li>• 2<sup>nd</sup> prize in solo classical dance</li> <li>• Diviyaa -1<sup>st</sup> prize in individual category of group dance</li> <li>• Jashangeet- 2<sup>nd</sup> prize in individual category of group dance</li> </ul>
2011-12	Participated in Youth festival, Panjab University	<ul style="list-style-type: none"> <li>• Megha Bakshi -1<sup>st</sup> prize in rangoli</li> <li>• Amandeep Kaur Minhaas -3<sup>rd</sup> prize in ghazal</li> <li>• 1<sup>st</sup> prize in group dance</li> <li>• Jashangeet -1<sup>st</sup> prize in individual category of group dance</li> <li>• Indica Sharma - 2<sup>nd</sup> prize in poster making</li> <li>• Neerja- 2<sup>nd</sup> prize in spot photography</li> </ul>
	Participated in Inter Zonal Youth Festival.	<ul style="list-style-type: none"> <li>• Jashangeet -2<sup>nd</sup> prize in individual category of group dance</li> </ul>
2012-13	Hosted Zonal Youth festival (Zone-B), Panjab University	<ul style="list-style-type: none"> <li>• Avantika- 1<sup>st</sup> prize in rangoli</li> <li>• Megha Bakshi -2<sup>nd</sup> prize in rangoli</li> <li>• Shikha- 3<sup>rd</sup> prize in mehendi</li> <li>• 3<sup>rd</sup> in music items (shabad/bhajan)</li> <li>• Amritjot Kaur Lally- 2<sup>nd</sup> in still life</li> <li>• Sugandha -consolation prize in collage making</li> <li>• Jagdeep Kaur- consolation prize in poster making</li> <li>• Rupi-rupinder Kaur -1<sup>st</sup> prize in cartooning</li> <li>• Anahat Sidhu- consolation prize in spot photography</li> <li>• Ekta Babbar -3<sup>rd</sup> prize in embroidery (Phulkari/Bagh)</li> <li>• Neelam Dhiman - 2<sup>nd</sup> prize in dasuti/cross stitch</li> <li>• Manpreet Kaur - 3<sup>rd</sup> prize in pakhi designing</li> <li>• Anu Bagri - 1<sup>st</sup> prize in crochet</li> <li>• Anchal- 2<sup>nd</sup> prize in knitting</li> <li>• Consolation prize in group singing</li> <li>• Revathi Sahajpal - 2<sup>nd</sup> prize in individual category of group singing</li> <li>• Roshni Goel- 2<sup>nd</sup> prize in classical dance</li> <li>• 2<sup>nd</sup> prize in group dance</li> <li>• Jashangeet -1<sup>st</sup> prize in individual category of group dance</li> </ul>

		<ul style="list-style-type: none"> <li>• Diviyaa- 3<sup>rd</sup> prize in individual category of group dance</li> <li>• 2<sup>nd</sup> prize in gidha</li> <li>• Sukhmandeep Kaur- 1<sup>st</sup> prize in individual category of gidha</li> </ul>
2013-14	Participated in Rose Festival	Aaradhna and Navjot - 2 <sup>nd</sup> position in the “Rose Quiz” at the 5 <sup>th</sup> “Rose Festival” held at Panjab University, Chandigarh.
	Participated in Intra/Inter college competitions	<ul style="list-style-type: none"> <li>• Monica Chandel- 1<sup>st</sup> prize (cash 4000/-) in rangoli competition during annual festival held at Chitkara University, Rajpura, Punjab</li> <li>• Gurleen, Megha and Monica -2<sup>nd</sup> prize each in flower arrangement and rangoli competition on World Tourism Day.</li> <li>• Neelam- 1<sup>st</sup> prize in e-collage</li> <li>• Nisha 1<sup>st</sup> prize in face painting in youth fest organised by Gian Jyoti Institute of Management &amp; Technology, Mohali, Punjab</li> </ul>
	Participated in Youth Festival, Panjab University	<ul style="list-style-type: none"> <li>• Megha -1<sup>st</sup> prize in rangoli</li> <li>• Monica-2<sup>nd</sup> prize in rangoli</li> <li>• Nisha- 1<sup>st</sup> prize in poster making</li> <li>• Swati- 1<sup>st</sup> prize in knitting,</li> <li>• Anu Bagri-1<sup>st</sup> prize in crocheting</li> <li>• Neelam Dhiman- 1<sup>st</sup> prize in dasuti</li> <li>• Manpreet – 3<sup>rd</sup> prize in pakhi-making</li> </ul>
2014-15	Sports	<ul style="list-style-type: none"> <li>• Jyoti - Selected in North Zone Senior National Kho Kho camp</li> <li>• Aishwarya Srivastav- Represented the college in Chandigarh Open State Badminton Championship</li> <li>• Bhumika Rishi - Second position in Kho Kho in the Chandigarh State Women Festival</li> </ul>
	Participated in Rose Festival, Chandigarh Administration	<ul style="list-style-type: none"> <li>• Anamika kashyap -1<sup>st</sup> prize in rangoli competition held at Rose Festival 2015, Chandigarh</li> <li>• Manpreet -2<sup>nd</sup> prize in fresh foliage arrangement held at Rose Festival 2015 Chandigarh</li> <li>• Monika - Consolation prize in rangoli at the Panjab University Rose Festival, Chandigarh</li> <li>• Barinder Kaur of B.Sc. H.Sc. 1<sup>st</sup> year won 1st prize in poster making at the Panjab University Rose Festival, Chandigarh</li> </ul>
	Participated in Intra/Inter college	<ul style="list-style-type: none"> <li>• Anamika - 1<sup>st</sup> prize in rangoli competition in Chandigarh Institute of Hotel Management and Dr. Ambedkar Institute of Hotel Management on the occasion of World Tourism Day</li> <li>• Shagun, Manpreet, Jyoti Dhiman and Nitima - Consolation prizes in the flower arrangement and poster making competitions in Chandigarh Institute of Hotel Management and Dr. Ambedkar Institute of Hotel Management on the occasion</li> </ul>

	competitions	<p>of World Tourism Day</p> <ul style="list-style-type: none"> <li>• Monica - 1<sup>st</sup> prize in rangoli competition in Chitkara University, Algorithn</li> <li>• Monica - 1<sup>st</sup> prize in rangoli competition in Amity Global Business School, Chandigarh</li> <li>• Monica - 2<sup>nd</sup> prize in Open Exhibition in Punjab Engineering College, University of Technology, sector-12, Chandigarh</li> <li>• Monica -2<sup>nd</sup> prize in mehandi in Punjab Art Council.</li> <li>• Madhuri -2<sup>nd</sup> prize in face painting Dev Samaj College for women , Sector-45, Chandigarh</li> <li>• Students of M.Sc. Clothing and Textiles 4<sup>th</sup> Semester won 1<sup>st</sup> prize in Fahion show in ‘ELATION 2015’ a mega event of Amity Global Business School, Mohali, Punjab.</li> </ul>
	Participated in Youth Festival, Panjab University	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> in group song and bhajan.</li> <li>• Anamika Kashyap -2<sup>nd</sup> prize in rangoli competition</li> <li>• Reshma -2<sup>nd</sup> prize in knitting</li> </ul>
	Participated in Inter Zonal Youth Festival, Panjab University	<ul style="list-style-type: none"> <li>• Anamika Kashyap- 2<sup>nd</sup> prize in rangoli competition</li> </ul>
2015-16	Participated in Youth Festival, Panjab University	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> in mime</li> <li>• 3<sup>rd</sup> in group dance</li> <li>• Anamika Kashyap- 2<sup>nd</sup> prize in rangoli competition</li> <li>• Priya- 1<sup>st</sup> prize in pakhi-making</li> <li>• Harpreet- 1<sup>st</sup> prize in phulkari</li> <li>• Seema- 2<sup>nd</sup> prize in crocheting</li> <li>• Heena- 2<sup>nd</sup> prize in knitting</li> <li>• Nisha-2<sup>nd</sup> prize in dasuti</li> <li>• Komal-2<sup>nd</sup> prize in ennu making</li> <li>• Rajdeep Kaur – 2<sup>nd</sup> prize in individual category of giddha</li> <li>• Shraddha Abrol-2<sup>nd</sup> prize in individual category of group dance</li> </ul>

### 5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Graduates are encouraged to give the feedback regarding the appropriateness of the curriculum in their work area, practical orientation of the curriculum, suggestion if any and problems faced by them. On the basis of their feedback, the college identifies the short comings and incorporates means to overcome them.

**5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.**

Post Graduate students publish research papers and articles in national and international journals. The college magazine “Pratibimb” provides a platform to the students to exhibit their creative writing skills, through poems, stories, articles and research abstracts.

**5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.**

Yes, the college has a Student Council which looks after students’ welfare through its various activities/programs. The Student Council is elected through the election process by using secret ballot procedure. The council consists of President, Vice-President, Secretary and Treasurer. Every class has an elected class representative. Hostel representatives and conveners for various clubs are selected by the respective committee.

The oath-taking ceremony for the **Students’ Council Members** is held in the month of September every year as per the Panjab University guidelines.

**Activities:**

The Students Council actively participates in all the academic functions.

**Funding:** College has student welfare funds for various activities of Student Council. However, no funding is provided for its election.

**5.3.6 Give details of various academic and administrative bodies that have student representatives on them.**

The college has constituted various academic and administrative committees for carrying out smooth accomplishment of various activities. The details are as under:

- Student council comprising vital posts such as President, Vice President, Secretary, Treasurer and Class Representatives
- Cultural Committee
- Press Committee
- Hostel Committee –. B.Sc. and M.Sc. Hostel Representatives, Vice Hostel Representatives, Mess Incharges, Common room Incharges, Decoration Incharges, and Floor Incharges
- Sports Committee
- Decoration Committee



- Environment Committee
- Representation in Student Council of NSS and NCC student In charges.

**5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.**

- Regular meetings of Alumni Association
- Alumni and former faculty are invited for various college functions
- Alumni and former faculty of the college who are employed or have their own business ventures are invited for talks regularly. They guide the students in getting latest information on various job opportunities available within and outside the city in different organisations
- The information of alumni members with their contact details is available on the college website.
- Networking with alumni is done through social networking media
- Alumni meets are held biannually.

## **CRITERION VI:**

### **Governance, Leadership and Management**

#### **6.1 Institutional Vision and Leadership**

**6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?**

#### **VISION 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.

#### **MISSION OF THE INSTITUTION**

- To provide quality education and strive for excellence.
- To sensitize youth towards being socially responsible, morally upright and intellectually mature to serve the society.
- To enhance research and develop innovative ideas.
- To keep up with the widening frontiers of knowledge.

The vision and mission of the institution are aligned to the policies of higher education of the country, emphasizing innovative, professional, skill building and career oriented education for facilitating economic empowerment of the women. The college is striving hard to translate the objectives of higher education and to enable its stake holders to reap the benefits of such plans and actions.

#### **Unique Characteristics/ Best Practices of The College**

We have relentlessly been working towards the embodiment of our motto 'Knowledge For Service' by providing academic excellence as well as cultural enrichment to our

students through emphasis on holistic development of the students. Certain unique characteristics/ best practices make our college unique

- Ours is the **first college** in the city to introduce M.Sc. and Ph.D. programme.
- **Extension and Outreach Activities**-The college is actively involved in large number of extension and outreach activities like encompassing the under privileged section of society and children with special needs, health and sanitation, capacity building and life skill development activities.
- **Laboratory Nursery School**-The college runs a Laboratory Nursery ‘Chaitanya’ school under Human Development and Family Relations department with 50 students on its rolls and serves as a model nursery for other pre-schools in the city.
- **Entrepreneurial Skill Development**- The college helps students to develop entrepreneurial skills for income generation and motivates them to be economically independent.
- **Go Green Drive** -As an effort to promote Go Green Drive, the college is maintaining its own Herbal garden in which various fruits and herbal plants are grown.
- **Aesthetic Development**-A rose garden with a walking track is being developed in the college for aesthetic development of the campus and to acquaint the students with different varieties of roses and inculcate in them a love for nature and the outdoors.
- **Conservation of Energy**-We use solar energy for heating water in college hostel and the mess and have established Rain Water Harvesting System and Pond Ecosystem in the college premises.
- **Counselling Cell** -Counselling Cell of the college extends need based personal, educational and vocational counseling to the college students, staff and parents on an individual and group basis.
- **Interdisciplinary Approach** -The college constantly focuses on having lectures of wide applicability by integrating different departments of home science to follow interdisciplinary approach.

Thus, through various unique characteristics and best practices the college has been constantly striving to fulfill its responsibilities towards its students and playing a pivotal role in the upliftment of society and nation as a whole.

### **6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?**

The college is a Government body and is affiliated to Panjab University. The college works under immediate auspices of Director Higher Education, who in turn follows the guidelines of Education Secretary. Director Higher Education, Principal and faculty of the college work in coordination with each other to formulate and implement policies, plans and actions for maintaining high standards in education.

#### **Role of the Top Management**

The directions and guidelines regarding administration of the college is given by Director Higher Education, Chandigarh Administration, whereas directions regarding admissions, examination, curriculum, fee structure, courses/programmes and other academic activities of the college are provided by the Panjab University, Chandigarh. The participatory role of the Director Higher Education encourages and sustains the involvement of the college staff, which is necessary for the efficient and effective running of the college.

#### **Role of the Principal**

- The Principal is the academic and administrative head of the institution and plays a multidimensional role. The Principal of the college ensures that all provisions of the university by laws, the statutes and the regulations are observed.
- The Principal acts as a coordinating bridge between the Director Higher Education, Panjab University, Chandigarh and the college.
- 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.

Meetings are held regularly to discuss the needs of infrastructure, manpower and new developments for the ensuing academic session.

- The Principal is also responsible for all correspondence with the Director Higher Education office, Panjab University, University Grants Commission, and different stakeholders of the college.
- The Principal receives and reviews reports from the different college committees and policies/ plans are drafted out on the basis of recommendations.
- The Principal fosters thematic, interdisciplinary, and collaborative research initiatives and promotes capacity building of the faculty, leading to their growth and development.
- The Principal promotes the culture of excellence through example, for overall progress of the college.

### **Role of the Faculty**

- 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.
- The Bursar of the college frequently interacts with the Principal regarding proposals on infrastructural facilities, funds received and the expenditures incurred for better financial management and accountability.
- 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 keeps abreast with the global education scenario, research in education and industry needs and suggests need based changes in curriculum from time to time.

- The faculty counsels the students about the importance of quality education and interacts with parents and students with respect to curriculum and employability and organised liaisoning of industry with academia.
- Takes initiative and organizes interaction with eminent research organizations, academicians, industrial organizations and contributes to institutional social responsibility.
- Integrates progressive teaching, capacity building, and research guidance and facilitates professional development of students.
- Faculty is also involved in developing effective and efficient teaching- learning process.
- The college has constituted different committees involving members from teaching and non teaching staff, which plays an important role in the planning and implementation of activities in different spheres of institutional functioning

Hence, Director Higher Education, Principal and faculty are actively involved in the decision making process to sustain and enhance quality of education through content updation, teaching practices, evaluation and monitoring mechanism.

### **6.1.3 What is the involvement of the leadership in ensuring?**

- **the policy statements and action plans for fulfillment of the stated mission**
- **formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
- **interaction with stakeholders**
- **proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
- **reinforcing the culture of excellence**
- **champion organizational change**

### **The policy statements and action plans for fulfillment of the stated mission.**

The leadership is involved in deciding and formulating the policy statements and action plans in accordance with guidelines laid down by Chandigarh Administration and Panjab University and ensures that it is in sync with the mission, vision and goals of the

organization to achieve uniformity/ homogeneity. Cross checking and verification of plan formulation and all the operations is done through conduct of regular meetings and interactive sessions with various stakeholders.

### **Leadership by the principal**

- The Principal of the college through effective leadership and control, maintains a healthy environment for growth and development of the college. This ensures smooth functioning of the college.
- The Principal is always accessible to discuss the academic and other responsibilities, new plans of the departments, and any difficulty/ challenge faced by the head of the departments and individual faculty members.
- The Principal and head of the departments prepare and regularly review the action plans of academics, infrastructure and best practices of the institution which further improves, supplements and complements the quality of education in the college.
- Financial allotment for every department is approved and duly signed by the Principal in consultation with the Bursar based on the enrolment and the need of the department. The Bursar of the college is in-charge of the various financial matters of the college. The Bursar monitors the expenditure in accordance with the provisions made in the budget or by the resolutions of the appointed committee.
- The personal interaction of the Principal with the various stake holders, faculty members, non-teaching staff, students and parents plays significant role in the functioning of the college.
- The Principal assigns the duties to the faculty members in accordance with their expertise and interest. Various committees are formulated under the guidance of Principal to take care of the different curricular and co-curricular programmes of the college. Efficient planning and implementation of various policies helps the institute to move towards the culture of excellence.

- The Internal Quality Assurance Cell conducts periodical meetings under the leadership of the Principal to review the progress for achieving the set targets achieved in the past and plan of action for future.
- The Principal encourages and motivates faculty members to participate in various workshops/ seminars/conferences at the national/international level which enable them to update their knowledge base and be exposed to the recent trends in higher education. Thus, faculty development is constantly encouraged by the Principal.
- The performance appraisal is regularly done by the Principal through the annual confidential reports. The faculty members, whose performance is below the desired minimum level of expectancy, are counseled by the Principal. Specific achievements of the faculty are being recognized and appreciated by the Principal in staff meetings to acknowledge and motivate the faculty.

#### **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**

Leadership decides the funding, evaluation, appreciation, research and other strategies in the institute. It considers the previous experiences in this regard and thereby, gives future directions to support the growth of the institute.

#### **Interaction with stakeholders**

- Interacts with stakeholders like students, parents and industry at different platforms. An interface with industrial stakeholders brings forth the needs of the industry. College curriculum is then suitably modified to increase employability.
- Conducts workshops on allied areas of Home Science and socially relevant issues.
- Motivational talks and counseling sessions when required.
- Interaction with stakeholders like alumni and parents are conducted to receive feedback and suggestions for improvement.

#### **Interaction with the Students**

- The student council serves as a liaison between the faculty and the students.



- The Principal meets the members of the student council as and when needed to address matter of concern pertaining to the student body. The students approach the Principal and Vice-Principal for academic and other problems.
- The college can rightfully boast of a democratic atmosphere where in, there is a free expression of ideas and thoughts.
- Morning assembly sessions are conducted on the first monday of every month in which students are addressed by the Principal on relevant issues.
- The college can rightfully boast of a democratic atmosphere wherein there is a free expression of ideas and thoughts.
- A suggestion box is placed at a strategic location in the college in which suggestions, feedback or any other grievances are reported and the issues are then addressed by the grievance redressal committee.

#### **Interaction with Alumni**

- The alumni association is an integral valuable asset for the development of the college. It actively participates in giving its valuable feedback to the college with regard to curriculum development, shares expertise and provides financial assistance, by giving scholarships to the needy students.
- The alumni association is also involved in all the college functions as organizers/ planners/ guests.

#### **Interaction with Parents**

- The Principal interacts with the parents to get feedback on administrative, educational, examination and all aspects of college functioning and the valuable suggestions are incorporated in the relevant areas.

#### **Interaction with Non-teaching Staff**

The support staff is an integral and vital pillar for smooth functioning of the college.

#### **Reinforcing the culture of excellence**

- Well qualified, dedicated, motivated and experienced staff develops the culture of the college.

- A systematic and well organized admission process whereby admissions are purely on merit basis and transparent.
- Continuous and comprehensive evaluation for under graduate and post graduate students through regular assignments, project works, presentations, class tests, mid-term evaluation, seminars, field trips and report writing.
- Awarding prizes for achievement in academics and co-curricular activities and appreciating the faculty and students for innovation and research.
- Eminent academicians, scientists, industry persons are invited for sharing their expertise and achievements in related areas.
- Organizing the orientation sessions, and career guidance programmes and personality development workshops for all round development of the students and for improving the academic atmosphere of the college.

### **Champion organizational leadership**

To champion organizational leadership various qualitative and quantitative measure are adopted and activities are undertaken.

- Proposals for new initiatives/programmes are invited by the Principal. The senior faculty conceptualizes, studies new proposals and modifies it according to need and feasibility before its implementation.
- The generalized home science curriculum was revamped to specialized curriculum considering the decrease in number of admissions and market demand for better employability. The six specializations incorporated were B.Sc. (Home Science) Dietetics, B.Sc.(Home Science) Composite, B.Sc.(Home Science) Interior Design Management, B.Sc.(Home Science) Apparel and Textile Designing, B.Sc.(Home Science) Human Development and Social Welfare, B.Sc.(Home Science) Hospitality Management. The revamping of the course lead to increase in number of admissions in the undergraduate course and provided multifarious employment opportunities..

- Initially the decision of choice of stream was taken at the time of admission. The review of feedback received from the students revealed that the decision of choice of stream should be taken in the second year when the students are aware and familiar of various subjects taught in the home science stream.
- When the admission in Hospitality Management was dwindling down. Specialization of Hospitality Management was removed from the curriculum however, considering the demand of courses B.Sc. (Home Science) Dietetics, B.Sc.(Home Science) Composite, the number of seats of B.Sc.(Home Science) Hospitality Management was divided equally to the above mentioned courses.
- The nomenclature of B.Sc. (Home Science) Human Development and Social Welfare was modified to Human Development and Family Relations to make it more diverse and to connect students to global nomenclature.
- Changes in the existing rules and regulations are brought about after a thorough discussion with the concerned committee based on the needs of the present generation.
- At the end of every semester, the Principal reviews the proposed workload for the next semester.
- A list of infrastructure requirements from departments is sent to the Principal, who after careful scrutiny includes it in the annual budget for implementation.

#### **6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?**

The institution adopts dynamic procedures and methods to effectively monitor various plans and policies of the institution.

- The college has formulated an Internal Quality Assurance Cell to effectively monitor various matters and to achieve the desired objectives.

- Institutional mechanism of committee related to academic/organizational /management aspects to monitor to evaluate policies and plans.
- Committees like purchase committee, workload and timetable committee, placement committee, scholarship committee, website committee, right to information committee, public relations and press committee, prospectus committee, furniture committee are appointed to supervise and implement the programmes and plans on subjects allocated to them and to supervise the related work efficiently. These committees are headed by a convener, who is formally authorized to carry out various plans and actions throughout the year.
- Periodic meetings of the heads of the departments with the Principal are conducted to ensure smooth and efficient functioning of the institute, to prepare the timetable, and to discuss and execute as per directions by the University / Director Higher Education.
- Meetings of the teachers with their respective heads are also conducted to discuss the allocation of the subjects to be taught and preparation of the departmental timetable and the suggestions are suitably executed.
- In order to monitor the performance of the teachers, the student's feedback forms are collected from the students.
- Academic calendar (**Annexure IX**) provided by the Panjab University, Chandigarh, is followed for the admission schedule, commencement of classes, examination schedule and the vacations.
- An institutional annual activity calendar is planned in the beginning of every academic session which includes curricular and co- curricular activities.
- Staff meetings are held regularly to monitor, supervise and evaluate the operationalization and implementation of the decisions taken at higher levels. Departmental meetings are held on a continuous basis to monitor the teaching plans of the courses well in advance.
- Constant interaction with industry is maintained to get the feedback about the needs of the industry so as to prepare the students to cope up with the new challenges.

- Alumni association plays an important role in evaluating the policies and plans by sharing their first hand experience in the related fields.
- Each department has formulated their own activity club for efficient planning, implementation, monitoring and subsequent improvement of day to day activities and organizing events at large scale.

#### **6.1.5 Give details of the academic leadership provided to the faculty by the top management?**

Director Higher Education provides effective academic leadership through regular interaction with the Principal. The Principal further shares and communicates these interactions with the faculty and non teaching staff. The Principal also discusses the problems and issues related to the college development, administrative, academic growth and infrastructural needs with the staff members. The Principal with the support of the Director Higher Education, guides and motivates the staff of the college to achieve the institutional goals and objectives.

- The faculty is allotted the teaching workload as per the Panjab University, norms drawn on UGC guidelines.
- Academic leadership is provided in terms of formulating their teaching plans, curriculum development and syllabus revision as per the requirement.
- The faculty is given autonomy to work in their respective areas under the overall supervision of the Principal and within the set framework of policies and plans of the institution – this creates participative management, enhances decision making ability, gives due recognition and draws out the organizational and leadership qualities.
- Faculty members are allotted responsibilities and are made in-charges of various activities like National Cadet Corps, National Service Scheme, sports and games and cultural activities. This enables the faculty members to showcase their talent, develop supervisory skills and decision making.

- Faculty members are encouraged to participate in various inter and intra departmental activities to showcase their talent and develop new skills.

#### **6.1.6 How does the college groom leadership at various levels?**

Leadership qualities are being inculcated at each level of working in the college. The head of the institution and staff of the college plays democratic and participative role in ensuring quality and enhancing control and leadership in the college. Institute decentralizes the duties and responsibilities for a better implementation process at different levels. The main levels are:

##### **Personal/ Student level**

- Tutorials are held once in a week in which a faculty member is a mentor and takes care of all the academic as well as personal problems faced by the students.
- Academic curriculum designed and restructured to develop the intellectual, entrepreneurial and managerial skills among the students.
- Women leaders are developed.

##### **Class level**

- Class representatives are elected and they address all issues related to curricular/ co-curricular/ grievances.

##### **College level**

Students are provided with different platforms to exhibit leadership qualities and are groomed after being selected in their capacities. Student council comprises of President, Vice President, General Secretary, Joint Secretary, and Treasurer. Apart from this, in-charges of various clubs and societies and class representatives contribute to the overall functioning of the college in various ways.

##### **Faculty coordinators**

Coordinators are appointed for effective management and functioning of various committees namely: National Assessment and Accreditation Council, Finance, Academic, Admission, Examination, College website, University Grants Commission, Sports, National Service Scheme, National Cadet Corps, Cultural, Literary, Scholarship, Office Section in-charges are appointed in office for decentralized administration.

**6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?**

The college provides operational autonomy to the departments and ensures decentralized governance by providing autonomy and flexibility to various departments and committees. This empowers and helps the department and individual faculty in making independent decisions within the laid down guidelines.

- Departmental in-charges are given operational autonomy for the overall supervision of their respective departments, for smooth conduct of inter disciplinary and inter departmental activities in collaboration with other departmental heads and financial autonomy within the funds allocated for maintenance of department library and laboratories.
- Departments conduct unit tests, practicals, give assignment, project work and conduct departmental functions under the purview of academic autonomy.
- Departmental in-charges and coordinators of various committees are given autonomy for the implementation of the action plans and policies by providing conducive environment.
- Administrative powers and responsibilities are delegated to the faculty members on the basis of their aptitude, commitment and capabilities considering the objectives, vision and mission of the college.

**6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.**

Yes, the college promotes a culture of participative management. Active participation of various stakeholders is ensured at different levels of functioning in the college

- **At departmental level** - Regular meetings of various departments are conducted to chalk out ways to improve the quality of education.
- **At faculty level-** Policies and plans of the college are framed after detailed discussions and deliberations in the staff meetings. Suggestions given by the

staff are implemented and made a part of a functional frame work of the college.

- **At student level-** Interaction with Student council and student feedback information are analyzed and interwoven in the functional framework of the college/ departments.
- **Involvement of non- teaching staff-** Non-teaching staff members are included and involved in some committees and activities of the college. This helps in sharing and honing their technical knowledge and facilitates better implementation of college activities.
- **Involvement of alumni-** The alumni association is involved in various activities of the college such as sports day, fashion show, exhibitions, talks, seminars and their expertise is solicited in planning/ organization/ implementation/ execution of college activities.
- Democratic leadership and team work culture enables participation of one and all and inculcates a spirit of oneness, belongingness, motivation and achievement.

## **6.2 Strategy Development and Deployment**

### **6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?**

Yes, the institution has a formally stated quality policy, formulated on the basis of vision and mission of the college for giving right directions. The quality, mission and vision are implemented by the internal quality assurance cell of the Institution.

- The internal quality assurance cell prepares prospective plans and policies and ensures their effective implementation through continuous quality assess.
- Action plans, policies and various programs for quality improvement and enhancement and policy implementation are formulated and put in action.



- Head of the institution and head of the departments monitor and review the plans/projects implemented through formal/ informal dialogues with the staff from time to time.
- To achieve the desired results in the quality of teaching and updating of knowledge and skill base, teachers are encouraged to participate in seminar, conferences, workshops, refresher and orientation courses. The faculty has been provided with separate rooms adequately furnished and equipped with the latest communication technology and gadgets to ensure quality use of the time available leading to quality enhancement.

**6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.**

Yes, the institute has a perspective plan for development which is driven by the objectives and goals of the institute.

- Introduction of new courses/ programmes in emerging areas to assure employment.
- The institute proposes to diversify and expand its curriculum by initiating new demand driven skill-oriented courses under *Rashtriya Uchchatar Shiksha Abhiyan* (RUSA) in two phases namely-

**Phase-I**

- M.Sc H.Sc ( Interior Design and Resource Management)
- M.Sc and Ph.D. in Nutrigenomics
- M.Sc and Ph.D. in Applied Genetics, DNA finger printing and molecular diagnostics.
- Post Graduate Diploma in Sports Science, Fitness and Nutrition
- Post Graduate Diploma in Preschool Education.

## **Phase-II**

- Five years integrated course in Foods and Nutrition Science (B.Sc and M.Sc)
- Food Processing and Food Technology (M.Sc and Ph.D.)
- Forensic and Animal Psychology (M.Sc and Ph.D.)
- MBA in Fashion and Retail Management
- Advanced Post Graduate Diploma in Applied Genetics, DNA, finger printing and molecular diagnostics.

### **6.2.3 Describe the internal organizational structure and decision making processes.**

The institution has a very effective internal organizational structure and decision making process system.

- The Principal is the overall in-charge and final decision making body of the institute.
- Head of departments and in-charges of various committees are responsible for organization, conduct and implementation of various inter disciplinary and inter departmental co-curricular activities.
- Advisory committees in different fields like cultural, purchase, admission, examination, sports, environment, placement, work load, time table, RTI, website are constituted for specific purposes to ensure smooth functioning of all administrative and academic aspects of the college.
- Student council facilitates the functioning by serving as liaison between staff and students.

### **6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following**

**Teaching & Learning**

**Research & Development**

**Community engagement**

**Human resource management**

### **Industry interaction**

Institution follows various quality improvement strategies which help in maintaining the standards in education and promote academic excellence of the institution

### **Teaching and Learning**

- The college has faculty strength of 21 regular and 19 contractual members, out of which 18 members are Ph.D. Highly qualified and experienced faculty ensures student welfare and forms the backbone of the institution.
- The faculty has been provided with all teaching aids like personal laptops, audio-visual aids, library and INFLIBNET facilities, interactive teaching resources and internet facilities.

### **Research and Development**

The college has established Research Development Committee to promote research aptitude among faculty and students.

- Departments namely Foods and Nutrition, Clothing and Textiles and Human Resource and Family Relations have post graduate classes in which research based dissertation is an integral part of curriculum.
- Eminent scientists and speakers are invited for talks.
- The Principal regularly motivates the faculty to write research projects and apply to funding agencies like University Grant Commission, Department Of Science And Technology, and Department Of Bio Technology for research schemes.
- Liaison with Institutions working for child welfare such as *National Institute Of Public Cooperation And Child Development (NIPCCD)*, *Indian Council For Child Welfare (ICCW)*, *International Council On Social Welfare (ICSW)*, *National Council Of Educational Research And Training (NCERT)* and *PRAYAS- Rehabilitation center for handicapped children*, hospitals such as *Postgraduate Institute Of Medical Education And Research, Fortis, MAX,*

Ivy, Government Multispecialty Hospital, Sector-16 and Government Medical College and Hospital, Sector-32, Textile industries, Garment processing units and Export houses, Hotels and Food Craft institutes, interior designers, textile and fashion designers to provide exposure to our students and help them develop.

- Purchase of latest software like Dietsoft, DietCal, Richpeace, Tuka-CAD, Tuka- design, Corel, Photoshop, SPSS (Statistical package for social sciences), Auto-CAD and up gradation of existing ones is conducted regularly.

## **Community Engagement**

The college involves students in capacity building and life skill development programmes carried out under aegis of *National Cadet Corps*, *National Service Scheme*, Rotaract club and other outreach activities. Comprehensive projects are undertaken by the students in collaboration with the community. The college organizes various outreach programmes to enable the students to live upto the motto of the college 'Knowledge for Service'

- Health and sanitation related programmes at 'Khuda Ali Sher' - NSS adopted village
- Consultation and guidance regarding mid-day meal programme, nutritive snacks, balanced diets, therapeutic diets through the diet clinic.
- Awareness generation regarding reproductive health and hygiene.
- Work with the elderly in old age homes.
- The college is member of resident welfare association of sector-10, Chandigarh and is actively involved in various activities such as making sector-10 greener and cleaner and interacting with the residents of the sector.
- Entrepreneurship and skill development training to rural women in tie and dye, embroideries and printing techniques, artificial flower making, tailoring, rangoli.

- Activities for under privileged and children with special needs are conducted at Vatika, Ashadeep, PRAYAS-Rehabilitation center for handicapped children, Samarth, various hospitals, pre- schools and anganwadis.
- Personal, educational and career counseling for senior school students of various government schools.
- Workshops and seminars related to personality development, stress, time and money management and coping with family conflicts.
- Workshops, seminars, street plays and puppet shows on various social issues such as female feoticide, literacy, gender equality, domestic violence, women empowerment and human rights.
- Awareness generation through student participation in exhibitions and poster competitions on socially relevant issues such as AIDS, breast feeding, health, nutrition, road safety, environment and blood donation.
- College engages and collaborates with social service organizations like Rotaract Club, Red Ribbon Club, hospitals such as Postgraduate Institute Of Medical Education And Research, Fortis, MAX super specialty hospital, and various non-governmental organizations for holding blood donation camps, free medical check-up.

## **Human Resource Management**

The human resources are the backbone of the institution. Continuous efforts are being made to develop and optimally use their expertise for the benefit of students, institution and the society as a whole.

- A number of faculty development programmes are organized periodically throughout the year to update the knowledge base and pedagogical skills of teachers.
- The Principal encourages and promotes the faculty to participate and present papers in conferences, seminar and workshops, as well as motivates them to undertake higher studies.

- The faculty members are encouraged to use ICT (Information Communication and Technology) and e-resources in their teaching. For this teachers are trained to teach through power point presentation and their skills are updated time to time by organizing capacity building session in computer department.
- Effective system of appraisal of performance of teachers is there.
- In order to utilize the potential of teaching and non teaching staff, duties are assigned and are performed diligently.

### **Industry Interaction**

- Experts from industry are invited to have interactive sessions with students to provide exposure to our students and help them to develop entrepreneurial skills.
- Linkage with institutions working for child welfare such as *National Institute Of Public Cooperation And Child Development (NIPCCD)*, *Indian Council For Child Welfare (ICCW)*, *International Council On Social Welfare (ICSW)*, *National Council Of Educational Research And Training (NCERT)* and *PRAYAS-Rehabilitation center for handicapped children*
- Hospitals such as *Postgraduate Institute Of Medical Education And Research, Fortis, MAX, Ivy, Government Multispecialty Hospital, Sector-16* and *Government Medical College and Hospital, Sector-32*, hotels and food craft institutes provide exposure to our students and help them develop.
- Textile industries, garment processing units and export houses provide training to the students.
- Students are taken for industrial tours to get hands on experience.

**6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?**

The head of institution gets the feedback and reviews from various stakeholders teachers, students, parents, industry, alumni and the public to review overall progress of the institution, teaching quality, curriculum, extra-curricular activities and infrastructural requirements and communicates it to the respective stakeholders.

- The faculty and students can easily approach the Principal for advice and the interaction enables free flow of communication.
- Feedback through weekly meetings with the head of departments, student council, the community outreach programme reports, feedback forms ensures that the activities of the institution are carried out in all sincerity and effectiveness.
- Cutting of newspapers coverage of college achievements is continuously documented for further reference by the library staff and is updated on the college notice boards.
- Annual committees are constituted for particular session comprising of faculty members for all academic, administrative and financial decision.
- Review meetings after organizing the college functions and major activities are conducted to identify strong, positive processes and to discuss shortcomings and limitations if any, for further improvement.
- These reports are also submitted to the Principal and periodically sent to the Director Higher Education office.

#### **6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?**

The management encourages and supports involvement of the staff in improving the effectiveness and efficiency of the institutional process through

- Regular staff meetings are conducted in which staff participates actively in decision making process which gives them a sense of responsibility and encourages participative management.

- Staff members are given duty leave to attend seminars, workshops, conferences and extension lectures.
- Staff members are made coordinators and in-charges of various committees with functional and financial autonomy, within the limitations.
- Staff members are encouraged to use the Information and Communications Technology facilities of the institution.

**6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.**

Resolutions are implemented under the supervision of respective head of the departments and the Principal. The below mentioned resolutions have been implemented

- Anti-ragging resolution- It is ensured that students are motivated to follow anti-ragging practice in college as well as in hostel premises.
- Save girl child
- Legal awareness
- Consumer awareness
- Swatch Bharat Abhiyan
- Environment safety- Various efforts are also initiated to sensitize staff members and students towards saving environment. For this various environment friendly practices are adopted like
  - Use of CFL lights, use of solar lamps for lightning in the campus
  - Use of eco-friendly material in various activities like organic dye for printing, dried leaves and flowers for interior decoration
  - Encouragement to students and staff for adopting car pool system.
  - Best out of waste activities are regularly organized like preparation of recipes using leftover food material for optimal utilization of food resources, dresses made with redundant/ damaged/ partially used sarees.



- The cultural committee in collaboration with all departments viz. human development and family relations, foods and nutrition, clothing and textiles, family resource management, extension education conducts various cultural programmes like puppet show, skits, plays and dramas, slogan writing, poem writing and recitation to bring awareness amongst stake holders of the college regarding value of girl child, female feticide and women empowerment, literacy, gender equality, domestic violence, human rights, traffic rules, control of malaria and dengue.

**6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?**

The curriculum and examination system is defined by Panjab University. No autonomy is provided to the college for the purpose. Moreover, the college is a government college under the Chandigarh administration and follows the functional guidelines laid by the Chandigarh administration with no functional autonomy.

**6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?**

The institute has a well-defined Grievance Redressal Mechanism to address and redress the grievances of all the members. Prompt and effective disposal of grievances of various stakeholders is being done for the overall well-being of staff and students and to address their problems for promoting a healthy atmosphere in the college.

- Suggestion/ Complaint boxes have been installed in the college campus and hostel in which students share their grievances.
- The complaints are collected under different heads like problems of hostel, mess, classrooms teaching, canteen, examinations, cleanliness and parking.

- The complaints are analyzed and resolved after consultation with the members of the committee. The suggestions/solutions are evolved for promoting healthy relationship amongst stakeholders.

**Redressal Mechanism for Staff Grievances:** The Principal is accessible to all the staff members for sharing their grievances and concerns. Faculty members are free to express their complaints and problems personally. The Non-Teaching Staff bring their grievances to their respective head of departments and officers of the college. Grievance against a colleague/ head of the department /officer expressed by a staff is referred to the Principal for appropriate and immediate redressal.

**Redressal mechanism for Student Grievance:** Suggestion boxes are placed at strategic locations. Student grievances are dealt with at the departmental level by the teachers /tutors /mentors assigned for tutorials.

**Redressal mechanism for Hostlers Grievances:** Grievances expressed by hostlers are referred to the hostel in-charge and hostel advisory committee which resolves them.

**Redressal mechanism for Parents Grievances:**

In line with democratic environment if any parent has any problem regarding their ward, they can express same to the concerned teacher and the Principal and suitable action is taken by her in consonance with staff.

**6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?**

Court cases	Reason of courtcase	Admission to be taken	Remarks
Pooja Kumari Versus Panjab University, Chandigarh and Govt. Home Science college, Sec-10, Chd.	CWP.No. 14867 of 2012 that the petitioner is a single child girl and has done B.Sc. Degree with Food Science and Quality Control was one of the subject	P.G. Diploma in Nutrition & Dietetics for the session 2012-2013	Dismissed Hon'ble court ordered Panjab University to give late admission to the petitioner and a copy of order No. Misc/A-6/12406 Dated 29-11-2012 from Panjab University has been received by the college.
Suhani Garg Versus Mrs.MadhuKaul, Principal	CWP. No. 14671 of 2015 Related to Admission of SuhaniGarg.  Petitioner result was not declared by Panjab University till the date of interview in the Govt. Home Science college.	M.Sc. Clothing & Textiles 1 <sup>st</sup> Semeter for the session 2015-2016	Dismissed

**Other cases**

Sr. No.	Title	Case filled in the court of	Remarks
1.	OA No. 440-PB-2011 titled as 'Dolly Arora Vs. Chandigarh Administration & Others	Central Administrative Tribunal, Chandigarh Bench	Decided
2.	Vacation of official residence-Principal's Loge, Govt. Home Science college by Dr. (Mrs.) Rita G. Singh, Officiating Principal (Retd.)	Court of Sh. Mahavir Kaushik, HCS, Sub-Divisional Megistrate (General), Chandigarh	Decided
3.	OA No. 060/00094/2014 titled as "Dr. Priyanka Sharma and anr. Vs. UOI and ors"	Central Administrative Tribunal, Chandigarh Bench	Current status is with O/o DHE, Chd, Admn.
4.	OA No. 060/00291/2014 titled as 'Sapna Chhabra & Ors. Vs. UOI & ORS'.	Central Administrative Tribunal, Chandigarh Bench	Decided
5.	OA No. 060/00765/2014 titled as 'Sheela Masih Vs. UOI & Others'.	Central Administrative Tribunal, Chandigarh Bench	Decided

**6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?**

The institute has a well defined mechanism of obtaining the feedback from the students to improve the performance and quality of the institutional provisions. The teachers from all the departments collect feedback from the students regarding teaching learning process and other aspects of college functioning.

- **Feedback form-** Students suggestions are taken through formal student feedback forms regarding the knowledge base, punctuality, communication skills and interest generated by the teacher. The formal feedback taken through feedback forms are analyzed by head of the departments and are reviewed by the Principal.
- **Tutorials-** The informal suggestions are taken by tutor in-charges in tutorial sessions regarding academic and personal problems.
- **Suggestion box-** Suggestion box has been placed at strategic location in which students share their feedback. The Principal personally reviews these feedbacks and ensures its resolution accordingly.
- **Student council-** Student council is a perennial source of student feedback as the students of the council are representatives of various classes.
- Principal shares feedback of the faculty with respective head of department and faculty members for improvement

Thus, all these mechanism helps in improving performance and outcome of the institute.

### **6.3 Faculty Empowerment Strategies**

#### **6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?**

Institution always motivates and supports professional and knowledge base skill development of its teaching and non teaching staff. The institution ensures it in many ways-

##### **Developmental programmes for teaching staff-**

- Institution encourages faculty members to enroll for or provide resources for training programmes and workshops.
- The college has also imparted computer proficiency training to the faculty, thereby making them computer savvy.
- Appreciating innovations and recognizing and awarding performance

- Provides enabling environment for participation in national and international conferences, seminars and workshops
- Motivating for publications.
- Supporting membership and active involvement in local, state, national and international-professional associations. Our faculty members are active life members of various national and international scientific, literary bodies and non-governmental organization like International Society For The Study Of Behavioural Development, Textile Committee, Ministry Of Textiles, The Indian Science Congress Association, Home Science Association, Indian Textile Association, Indian Dietetic Association (IDA) , Nutrition Society Of India (NSI), CICU(Chamber Of Industrial & Commercial Undertakings) Youth Business Leaders (YBL) forum Ludhiana, Indian Economic Association (IEA) and Indian Society Of Parenteral And Enteral Nutrition (ISPEN)

**Development programmes for Non-teaching staff:**

- The non teaching staff is deputed to attend training programmes conducted by finance department and education department of Chandigarh administration and programmes conducted by IT department (SPIC). These programmes cater specially to office work such as integration of admission process, fees and data resource generation.
- They have also been computer trained thereby ensuring better efficiency and proficiency in their work.
- The non-teaching staff is also participating in various seminars and lectures to keep themselves abreast with the changing times and professional challenges.

**6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?**

Need based faculty development programmes are organized considering the changes and demand of higher education and institution requirements.

- The institution prepares the employees for a bigger responsibility and role in the organization by motivating them through refresher courses and orientation courses.
- IQAC of the college organizes various activities for general academic empowerment of the faculty.
- IQAC of the college generally works out academic module pertaining to training programmes which usually focus on role and responsibility of the faculty.
- The college Principal holds regular interface with head of the departments and faculty to provide inputs and constructive feedback. This motivates the employees to perform their roles and responsibilities sincerely.
- The college has perceived the need for enabling its faculty to use information and communications technology tools to create richer learning environment and also to improve curriculum delivery. For this smart class rooms have been developed. Teachers are trained regularly to improve their computer skills which help them to teach through power point presentations.
- Greater responsibility with autonomy is given to staff members with in the limitations.
- Staff members are encouraged to attend capacity building workshops.
- Delegation and decentralization of decision making at department level prepares them for a bigger role in the organization.

**6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.**

There is a performance appraisal system for the evaluation of staff which involves Annual Confidential Report (ACR), and Student Feedback Forms and suggestions from various stakeholders.

- Annual Confidential Report enables the staff to give information of their achievements, performance on the basis of the academic result, use of innovative teaching methods, research work and publications, in service trainings and seminars, workshops attended and organized co-curricular activities. The relevant information filled by the staff is scrutinized by the Principal and is forwarded to the higher authority along with her appraisal rating (**Annexure IX A**)
- Feedback from students is received in the form of a structured questionnaire. All the students from each and every class fill this form to help the institution assess the teacher performance and take necessary measures. The identities of students are kept confidential. Secrecy of this exercise is fully maintained. The feedback form has a well-defined set of questions that help the students to evaluate the teacher on the basis of knowledge base, punctuality, communication skills and interest generated by the teacher. (**Annexure IX B**)
- Possibility of performance appraisal for contractual staff has been suggested by Director Higher Education. Committee may be formulated to review their teaching and overall efficacy.

**6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?**

- The Annual Confidential Report filled by the staff members is assessed, analyzed and reviewed by the Principal and sent to Director Higher Education and weaknesses, if any, are communicated to the respective staff member and he/she is asked to explain and adopt remedial measures.
- The Director Higher Education may take any other suitable action as deemed fit by him/her.

**6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?**

Making working environment suitable will ensure employees satisfaction and make the institution outcome oriented. Several incentives and measures under Punjab service rules are implemented. Welfare schemes available for teaching and non-teaching staff are:

- Medical leave.
- Maternity leave.
- Paternity leave.
- Casual, earned leave and half pay leave.
- Study leave.
- Child care leave.
- Leave Encashment.
- Loan from GPF
- Pension.
- Leave travel concession.
- Annual Increments.
- House Rent Allowance
- Mobile Phone allowance.
- Government accommodation.
- Medical reimbursement.
- In case of any untimely death specially of a non-teaching staff, one time support is provided to the bereaved family as part of the welfare scheme.

**6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?**

The institution is government organization, therefore faculty appointment and selection is as per the guidelines of the University Grant Commission, through Union Public Service Commission. Contractual faculty is appointed through a committee appointed by the



Director Higher Education with the Principal as a chairperson. Wide spread advertisement through newspapers and college website is done to attract eminent faculty.

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?**

A proper institutional mechanism has been adopted by the college for adequate and optimal use of available financial resources.

- The college gets financial resources in the form of OE(NP) for salaries and other expenses and material and supply (M&S) plan for purchase of items like furniture, software, books in the annual budget from government of India through Chandigarh administration.
- University Grant Commission also gives grant for various developments.
- Government funds are utilized and monitored by the Superintendent (Accounts), Accountant and different committees constituted of faculty members.
- The college Bursar advises Principal in the financial matters pertaining to utilization of funds.
- Budget allocation is based on requirements for different sections. Budgetary provisions are proportionally utilized for administrative and academic activities.
- Record of every transaction like purchase of apparatus, equipment, maintenance and infrastructure is maintained in the form of authentic receipts.
- There is a central purchase committee headed by the senior most Principal amongst all the government college in Chandigarh.
- The central purchase committee makes centralized purchase of materials and supplies as per requisition received.

- All the purchases are made as per GFR and DFR rules and purchase of items under one lakh is done by internal purchase committee.
- Any sanction taken at departmental level is authenticated by head of respective Department, Accounts officer, Superintendent, college Bursar and Principal after scrutinizing the value of purchase at every step.
- In order to ensure reliability in terms of budget details and to avoid any form of discrepancy, regular auditing is done during which the planned budgetary details are compared with the factual data (fee receipts, bank statements, purchase & service bills ).
- Purchase of equipment, furniture and other materials are from government recognized suppliers.
- Payment is made through account payee cheques only after delivery of articles.
- Open quotations are invited for purchase of more than Rs. 15000/-
- Departmental purchase committees undertake the purchases at department level so as to ensure transparency.
- Central stock register has been maintained by the college office so as to record each and every purchase/stock coming to the college.

**6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.**

Institutional mechanisms for internal and external audit are:

- Annual verification and physical stock checking of all the departments including library is conducted.
- Permanent central stock register is maintained with names, prices, specifications of the item and addresses of the suppliers.
- Departmental stock registers are maintained with names, prices, specifications of the item and addresses of the suppliers
- Register for consumable items are separately maintained in the departments.

- Register for non-consumable items are separately maintained in the departments.
- Inspection committee inspects the purchased articles and physically verifies them.
- Stock verification by faculty members.
- Audit.

Internal Audit- Stock verification.

External Audit- External audit is done by audit team from the office of Accountant General (Punjab and U.T). Last audit was conducted in 2012. One para was outstanding (**Annexure IX C**)

**6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.**

The major sources of institutional receipts are

- Fees as per Panjab University and Chandigarh Administration rules.
- Financial resources from self financing course.
- Grants from Government and Chandigarh administration.
- Various grants received from University Grant Commission.

**6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).**

The college devises various strategies to mobilize resources for the welfare of students.

- The institution has made efforts to get funds from University Grant Commission. The funds sanctioned have been utilized as per the rules and regulations and for the purpose for which they were sanctioned.

## **Internal Quality Assurance System (IQAS)**

### **6.5.1 Internal Quality Assurance Cell (IQAC)**

**a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

Yes, the institution has formally established an IQAC on October 27, 2014. The institution has framed its quality assurance policy broadly on the lines as required by NAAC as well as need based assessment.

- The vision, mission and objectives of the institution clearly reflect the quality assurance policy of the institution.
- The IQAC is headed by the Principal as chairperson. The other members of IQAC includes 5 faculty members, 2 administrative/technical staff, 1 student, 1 alumni member, 1 industrialist and 2 external experts.
- However, prior to that there was an internal core committee for ensuring and enhancing excellence in diverse aspects related to the college.
- The core committee 2010-11, 2011-12, 2012-13 consists of all departmental heads, students, alumni and person from related industries, with Principal as a chairperson.
- The parameters for quality assurance and assessment were drawn up for every session as per the needs of all the stakeholders and the institute.

**b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?**

All the decisions have been approved by the authorities for implementation. Since decisions were taken after deliberations, discussions and with a democratic approach the decisions have been implemented in toto.

**c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**

Yes, as per the composition of IQAC, it consists of following external members- Alumni of the college, industrialists and external experts

- These external members who are retired faculty of the college and well versed with the college infrastructure and limitations, thus they provide the necessary input, feedback and suggestions on various issues.
- A significant contribution made by them is the suggestion to integrate the proposal under *Rashtriya Uchatar Siksha Abhiyan (RUSA)* in the main stream of college functioning.
- The IQAC has the technical staff as its members, along with others. This section of stakeholders reported in the financial audit of 2009-2010 that the college expenditure is not cost effective due to which there was a lot of wasteful expenditure. On the basis of this report, analysis of all aspects was done through brain storming sessions, wherein a fall in admission numbers was identified as the cause. This in turn was due to the generalization of the B.Sc. (Home Science) course in the era of specialization. This led to the revamping of the B.Sc. (Home Science) course and degree to introduce specializations namely B.Sc. (Home Science) Dietetics, B.Sc.(Home Science) Composite, B.Sc.(Home Science) Interior Design Management, B.Sc.(Home Science) Apparel and Textile Designing, B.Sc.(Home Science) Human Development and Social Welfare, B.Sc.(Home Science) Hospitality Management. This led to an upward swing in admission trends.

**d. How do students and alumni contribute to the effective functioning of the IQAC?**

- Students and Alumni are members of IQAC and hence participate in decision making of IQAC.

- Student Council has regular discussions and meetings with the Principal conveying the personal and academic problems of the students if any. They provide the necessary input, feedbacks, and recommendations. Student council takes an active part in various activities of the college and their suggestions and opinions in different matters are duly looked into.
- Alumni association plays an important role in terms of evaluating the policies and plans in the related fields and provides necessary inputs in the decision making process.

**e. How does the IQAC communicate and engage staff from different constituents of the institution?**

- Since IQAC consists of members from different constituents of the institution for effective communication. Therefore, different committees like purchase committee, workload and timetable committee, placement committee, scholarship committee, website committee, right to information committee, public relations and press committee, prospectus committee, furniture committee are appointed to supervise and implement the programmes and plans related to the areas allocated to them and to coordinate the same.
- Rules and regulations are communicated through circulars, notices and constitution of the various committees for effective functioning of the college.
- Relevant issues are also communicated through interactive sessions with various stakeholders, detailed discussions and deliberations in the staff council meetings.
- Suggestions of the staff are given due importance and decisions are taken on the basis of consensus.

**6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.**

- Yes, the institution has an integrated framework for quality assurance of the academic and administrative activities. At the beginning of the year IQAC and staff council in their meeting work out an action plan for quality assurance in academic and administration activities.
- The IQAC conducts regular meetings in which various initiatives are discussed before its implementation.
- Academic calendar of the college is drawn up which gives the details about the academic and administrative activities and quality assurance. As per the policies and plans of the institution an activity calendar of the college is prepared which involves tentative schedule of the activities of various societies and clubs of the college.
- The various committees including IQAC provide the requisite mechanism for effective implementation and operationalization of quality assurance of academic and administrative activities.

**6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.**

Yes, the institution provides training to its staff for effective implementation of the quality assurance procedures time to time throughout the year under faculty development programme. Their impacts are as follow-

- Use of ICT (Information and communication technologies) tools in the teaching learning process has increased.
- Improvement in university examination results.
- Improvement in communication and soft skill among the students.

**6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?**

There is no formal academic audit. However, regular review of the academic provisions is done and the necessary changes are made as and when required.

- All the teaching staff members submit annual and monthly plan for conduct of theory and practical classes to their respective head of the departments and they are discussed amongst all the members.
- Monthly reports are collected from the teaching staff wherein teachers give information regarding coverage of syllabus during that particular month and reasons for any shortcomings are analysed.
- The quality of teaching is evaluated by taking feedback from the students and also on the basis of terminal examination results.
- For assessment of students performance two house examinations (September/December) are held for annual courses and one house examination for courses under semester system.
- All the teachers provide result statements which is an indicator of student/teacher performance and in turn provides a basis of analysis of shortcomings, which are then addressed.

**6.5.5 How is the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?**

The internal quality assurance mechanism is designed and operationlised on the guidelines and broad frame work of the external quality assurance agency NAAC. The internal quality assurance mechanism also takes into consideration the quality parameters of the affiliating university.

The internal quality mechanism is developed and operationalised on need based assessment and feedback from different stakeholders.



**6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?**

- Teaching learning process is continuously reviewed by maintaining academic calendar, weekly teaching plan, activity calendar and student's feedback.
- The review is continuously monitored by IQAC by evaluating the academic performance of each faculty through their monthly reports explaining the coverage of syllabus during that particular month, performance of students in house exams, percentage attendance of students.
- Student council gives the feedback and suggestions regarding any changes or improvements in the existing policies through the regular interaction sessions with the Principal.
- Tutorials are held weekly to provide a platform for students to interact with their mentors on an academic and personal level.

**Structure-**The IQAC is headed by the Principal as chairperson. The other members of IQAC includes 5 faculty members, 2 administrative/technical staff, 1 student, 1 alumni member, 1 industrialist and 2 external experts.

**Methodology of operations-**Four meetings of all the stakeholders are held annually and all suggestion are analyzed and implemented through action plans and policies.

**Outcome**

- Increased use of ICT in teaching – learning evaluation.
- Improved results in university examination.
- Setting the criteria for the eligibility to the admission processes, minimum attendance requirement of the students and need based revision of the curriculum.

- In addition to the students, the faculty have benefited to a large extent by inculcating new techniques in teaching methodology.

**6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?**

The institution communicates its quality assurance policies, mechanisms and out comes to various internal and external stakeholders through:

- Prospectus
- Web site
- Notice boards
- Circulars
- Press release
- College magazine
- Wall posters
- Advertisements
- Awareness campaign
- NSS camps
- Interactive sessions with various stakeholders.

## **CRITERION VII:**

### **INNOVATION AND BEST PRACTICES**

#### **7.1 Environmental Consciousness**

##### **7.1.1. Does the institution conduct green audit of its campus and facilities?**

The college is committed to make the campus green and eco-friendly. Some aspects related to green audit are carried out (**Annexure X**). Programmes are conducted to promote eco- friendly practices on the campus and also comply with the government advisory to avoid plastic materials and become eco-conscious. The student volunteers campaign against the use of plastic articles especially poly-bags, sensitizing the dangers of plastic materials. The campus is full of various kinds of trees and gardens giving a green cover to it and the college strives to meet the national standards of green cover. There are lush green gardens in the college campus as well as Herbal garden, Rose garden and Cactus garden besides landscaping of the college ground. Regular activities are conducted by National Service Scheme and Environment committee to promote environmental awareness among the students. Tree-plantation drives, waste-material utilization, demonstrations and promotion of plastic-free campus are regularly carried out.

##### **7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?**

The college is committed to ‘Clean and Green Environment’. Recognizing the importance of inculcating good environmental practices, the college has taken several initiatives:

- **Use of renewable energy**
  - Solar water heating system in the college hostels.
  - Solar lights in the college campus.
- **Energy conservation**

The college has taken a pledge to conserve energy by raising awareness and promoting it. Following activities have been conducted:

- **Talks and lectures:** These have been conducted on various energy conservation topics such as ‘Tips on Saving Energy’ and discovering new ways in which students can contribute to the environment.
- **Use of energy efficient equipment:** College has switched over from use of filament bulbs to energy efficient compact fluorescent lamp (CFL) in the campus and hostels.
- **Lighting:** The architecture of college building is such that all the classrooms are airy, fully ventilated and well lit with natural light. College and hostel students are sensitized and encouraged to switch off fans, lights, electrical equipments when not in use to save energy. Even “Switch Off” campaign is run from time to time in the college. Earth day is observed in the college each year on April 22.
- **Regular upkeep and maintenance of equipment:** Cleaning of tube-lights, fixtures, lenses, lamps and reflective surfaces are done regularly which helps in removal of grease, dust and dirt from the lights so as to increase their efficiency. Yearly servicing of air conditioners is a regular feature which helps in reducing the electricity consumption.
- **Promoting energy conservation habits:**
  - Rewards and acknowledgements are given to the students who suggest new ways to save energy.
  - The staff and students reduce their personal energy consumption by turning off lights and electronics when not in use. Staff is encouraged to make limited use of heating devices in winter and air conditioners in summer.
  - During cooking, the students are advised to cook according to portion size and use a lid while cooking to reduce heat loss or use pressure cooker so that less energy is consumed.
  - Computers in the departments are not kept on standby to reduce energy consumption.
- **Efforts for carbon neutrality**

The college is committed towards reducing its carbon emissions over the coming decades, taking responsibility for its environmental impact and to eventually

become carbon neutral. With support from students, faculty, staff and administrators, the college has been working towards reducing these emissions, using more renewable energy and emphasizing the importance of sustainable energy sources. College has been taking action to reduce campus carbon emissions in the following ways:

- Burning of leaves is banned in college.
  - College nursery for growing saplings and propagating plants.
  - Gardens and green covers on the campus.
  - Best out of waste activities.
  - Regular awareness programmes to promote cracker- free Diwali.
  - Promoting the use of cycles and car pool system.
  - The Clothing and Textiles department of the college has ventured into research on recycling of wastes for making useful articles like bags, jewellery and dresses.
  - Installation of coolers has been promoted in place of air conditioners.
- **Water conservation**
    - Use of sprinkler- irrigation system.
    - Water leakages are continuously checked to prevent wastage of water.
    - Judicious utilization of water to minimize wastage.
    - Rain water harvesting has been set up in college to harness all the rain water from the terrace of the college and hostel buildings.

- **Plantation**

Considering the impact of global warming and depleting ozone layer, saplings are planted in the college campus during Environment Week Celebration, which is an annual feature. The college collects Rs 400 from each student as environment fund and deposits it with Chandigarh Administration for the saplings and upkeep of lawns and fields of the college. Staff and students are motivated to adopt the plants and watering is done regularly to nurture them.

- **Waste management**

- Vermi-composting: Biodegradable wastes from canteen, mess, foods laboratory and gardens are being collected and used to make manure. The college uses this in the college gardens and nursery.
- Reusable bags are used by staff and students. Clothing and Textiles department of the college has been designing and constructing carry bags made of paper, cotton and jute. Family Resource Management department motivates students to create beautiful art pieces from discarded tins and packaging materials. Art and craft competitions on “Recycling and Reusing” are organized every year to sensitize as well as enhance the creative talent of the students in utilizing waste material and also for public awareness.

- **Hazardous waste management**

- No hazardous waste is produced in the college because there is no chemical waste emitted in the college premises.
- EPA (Environment Protection Agency) has listed plastic, polythene, rubber tyres, broken bulb and tubes, disposable material as hazardous waste in the campus. The college makes effort to minimize the use of this kind of material through mass awareness programmes on the campus.
- The waste collected (Biodegradable and non Biodegradable) is segregated in specified dustbins.

- **e-Waste management**

College has been very particular about discarding e-wastes like computers, office electronic equipments, entertainment devices, electronic gadgets and batteries. These e-wastes have been given to electronic recyclers who are certified to meet specific standards of safely recycling and managing electronics further ensuring highest environmental standards.

- **Waste paper management**

- Utility items like paper bags and different articles are made out of waste by the students which are then exhibited in the college to inspire others to take up innovative methods of waste utilization.

- Departments use old sheets for rough work.
- Students are encouraged to take print out on both sides of the pages.
- Old magazines and journals are sold at nominal price.
- **Other initiatives of Environment committee**

There is an Environment committee of the college which holds meetings with office staff, teachers and students to discuss ways to preserve environment. The committee organizes the following activities throughout the year:
- **Environment week:** It is celebrated every year in the college with the aim of creating awareness related to environment which is marked by a series of events:
  - Environmental campaigns, workshops, displays, exhibitions, poster making, quiz and slogan writing competitions are conducted.
  - Skits and street plays to create awareness for environment preservation.
  - Awareness through posters, leaflets and videos on environment protection.
  - “I am a Young Green Champ” badge programme has been initiated to instill awareness and inculcate good environmental practices.
  - Encouragement to make limited use of car or scooter and giving preference to walking or using bicycle or group transit whenever possible. Bus passes are made for students to encourage use of public transport.
- **Cleanliness:** Efforts are made by all the students and teachers to keep the campus litter free. Various activities towards upkeep and maintenance of cleanliness are conducted. To achieve this, five minutes are given prior to the commencement of the class and even after finishing practicals to clean the room and laboratory.
- **Eco friendly practices:** College encourages environmental awareness through creative efforts. Such efforts include:
  - Showcasing of eco-friendly theme- based creations in dresses during annual fashion show “Aakriti”.

- Projects on use of eco-friendly material in dyeing and printing practicals such as use of natural dyes from natural sources and its wastes (onion peel, pomegranate peel, and marigold flowers).
- Gift items and wrappings made out of eco friendly materials are given to guests visiting the college.
- College has an eco friendly e-bike.

## 7.2 Innovations

### 7.2.1 Innovative methods to enhance popularity and applicability of Home Science in personal and professional areas:

The college administration has introduced the following innovations during last four years which has shown a positive impact on the functioning of the college in terms of academics, teaching methodology, infrastructure, extension activities and general administration.

- Innovations pertaining to curriculum are:
  - **Change in admission criterion:** The eligibility criterion for admission has been widened and made open to all streams of +2 students as against the earlier eligibility criteria limiting the admission to selected streams only. This change in criterion has increased the number of students seeking admission.
  - **Revamping of courses:** The college had an undergraduate programme in B.Sc Home Science and Post Graduate programmes in areas of specialization in the field of Home Science. However, since the past few years due to the changing trends both in industry and student interest, the admission seekers had opted to stay away from this course. A fall in admission numbers could be noticed. In 2007-08 session admissions, only 60 seats were filled against 120 seats. On analyzing the reasons for the unfilled seats, the college felt the urgent need to revamp its undergraduate programme of B.Sc in Home Science and move it towards specialization, to make it career oriented. Need based changes have



been introduced in 5 specializations- namely Dietetics, Apparel and Textile Design, Interior Design Management, Hospitality Management, Human Development and Family Relations, along with a B.Sc Home Science (Composite) course. The changes have been drawn up in line with the UGC model curriculum programme in B.Sc Home Science. The activity has led to a reversal in the trend of dwindling numbers of admission from 402 (2009) to 534 (2014).

- **Syllabus revision:** The various departments of the college have redesigned and restructured the learning objectives as well as the corresponding syllabi. This has been done in order to match the demands of the industry. Thrust has been given to vocational applicability of the course content and the advances made in the respective subjects. The demands and the interests of the students have been kept in mind while redesigning the courses. An element of extension education has been introduced in the practical subjects to help students understand the application of knowledge gained in theory classes and to fulfill its social responsibility in tune with its motto 'Knowledge for Service'.
- **Academic innovations:** Various efforts have been made in the direction of enhancing academic performance and cognitive development of the students.
- **Innovative teaching methodology:** For promoting teaching and learning, innovations in teaching methodology have been introduced.
  - Modern teaching techniques and aids such as power point presentations, use of computers, e-assignments, audio visual aids and browsing the internet are used in classroom instructions.
  - Research-based assignments using projects, surveys and case study method have been planned for students which further require making use of combination of materials from text books, internet and journals. Study of research trends has been made part of major subjects.

- Guest lectures, workshops and seminars by experts in the field have been organized in the various departments to acquaint the students with the latest technology, activities and concepts.
  - Industrial trips, field visits and tours have been organized with the aim to give practical exposure to students regarding various theoretical topics.
  - Conduct of periodical tests has been introduced to bring about positive changes in improving academic performance of students.
  - Students are encouraged to make power point presentations on the latest related topics for discussion in class.
- **Guidance and counseling cell:** It has been formulated to render assistance to students pertaining to educational guidance such as selection of subjects, academic stress, learning strategies and memorizing skills. Personal guidance has been given to college students to help them deal with concerns such as relationship problems, family conflicts and peer pressure. Placement and vocational guidance pertaining to job avenues and scope of subjects are regularly provided by the counsellor.
- **Teacher evaluation and student feedback system:** This has been introduced to improve quality of teaching and to get direct feedback of the students for increased accountability and quality assurance. Students are asked to fill the standardized student feedback form for all teachers, rating them on the basis of different criteria such as punctuality, presentation style and understanding of subject knowledge, degree of cooperation, encouragement, and motivation offered. The feedback of students has been providing inputs for the teachers to enhance the quality of their teaching. It has been a kind of monitoring system for the teachers. A suggestion box for suggestions/complaints/queries from students and employees has been kept at the reception and it is periodically opened and the grievances/ problems are addressed.

- **Parental involvement:** Interaction with stakeholders like alumni and parents are conducted to receive feedback and suggestions for improvement.
- **Help to weak students:** Help has been rendered to weak students in the form of extra classes. Personal attention/assistance is extended to weak students to encourage them and upgrade their performance.
- **Online submission of internal assessment and marks of the practical examinations:** These two practices have been made a part of transformation of the whole evaluation system so as to prevent manual mistakes and avoid the delay in declaration of results. This activity is conducted under the supervision of staff members whereby the marks are directly filled on Panjab University portal by the respective teachers.
- **Use of multimedia technologies:** The college has converted all its lecture halls into smart classrooms where instructor stations equipped with computer and audio visual equipment has been installed. Teachers are encouraged to prepare e-content and make use of ICT. The staff has developed competencies in use of computers for classroom teaching. Some efforts made by the staff are as follows:
  - Preparation of power point presentations pertaining to individual syllabi.
  - Assessment and evaluation records have been maintained making use of computers.
  - Students are encouraged to give classroom presentations which make use of latest technologies in presentations such as actual interview and survey recordings, video clippings, content from you tube, CDs and DVDs and recordings of actual situations especially those pertaining to child and adolescent behavior, techniques of stress management, calculation of nutrients and calories and demonstration of various techniques. Topics related to interior designing and decoration, furniture and furnishing, sustainable housing practices and landscape techniques have also been taken up for these presentations.

- Procurement of computer softwares such as TukaCad, Richpeace, Nutriguide/ Nutritrust and Auto Computer-aided design (CAD) for Internet Download Manager (IDM) have helped the students not only in becoming computer literate but also acquiring skills in various fields like Fashion Designing, Foods and Nutrition, and Family Resource Management.
- All the students are being allowed to access internet facility in the college campus and download the study material using college computers in the working hours and use the computers for their M.Sc. dissertation research work.
- **Innovations to enhance inclusivity:** Inclusive programmes have been started in the college to integrate marginal strata comprising of economically weaker sections of society, children with special needs, elderly, women and children and adolescents in slums and women living in rural areas. Imparting skills to the class IV employees of the college has been a part of this initiative. The focus has been on enhancing their all round development, promoting economical independence through skill development for cottage industry.
- Adoption of a village- the college has adopted a village Khuda Ali Sher in the neighborhood under its NSS wing, which has helped the students to develop a sense of social and civic responsibility. Awareness regarding literacy, talks and plays on gender sensitization and parenting and healthy nutrition has been generated by organizing competitions, street plays, puppet shows, and interactive sessions. Demonstrations on tie and dye, preparation of nutritive snacks, best out of waste, tailoring and embroidery are given to develop entrepreneurial skills.
- Awareness is generated against gender imbalance, female foeticide and gender discrimination through skits, street plays, essay writing and poster making competitions. The Red Ribbon Club of the college has been organizing various awareness campaigns and candle light march on important issues such as HIV/AIDS and blood donation within the college campus. The club observes Pink Day in October to create awareness for breast cancer.

- The college has various societies and clubs which hold regular activities for students, in order to sharpen their sensitivity towards such issues. Students also participate in various competitions in other colleges.
- **Innovations in promoting health and wellness of students and faculty:** All students and faculty members have been motivated to participate in healthy lifestyle activities through various creative ventures to enable them to utilize existing sports facilities in the college and follow a healthy regime.
  - Yoga classes and aerobics classes have been introduced by the department of Physical Education.
  - Badminton coach provides coaching to students and staff.
  - Well equipped gym is available in the hostel for workouts by all. Cycle rallies and walkathons on themes related to health are organized from time to time.
  - The Foods and Nutrition department of the college has been providing motivation for healthy nutrition and diets through holding of competitions and workshops related to innovative recipes and healthy cooking methods. Talks on obesity, healthy eating, benefits of physical activity in reducing the prevalence of diseases such as heart attack, cancer, stroke and diabetes have been held. World Health day, World Heart day, World Mental – Health day, Women’s Day, World Breast Feeding week, Nutrition week, , AIDS awareness program, Eye donation, Dengue Awareness, Cancer Awareness, Pulse Polio, Oral Hygiene Day are celebrated as part of the health promotion campaign in the college.
  - ‘Catharsis’ a regular 4-5 day programme is organized by department of Human Development and Family Relations every year to help deal with mental health concerns and to provide training in various methods and techniques for self help and motivation.
- **Innovations promoting personality development:** Innovative programs focusing on inculcating human values and enhancing personality of students are being carried out by the college.

- Inclusion of subjects such as communication technologies, personality development classes and thrust on sports activities has helped in enhancing personality and communication skills of the students.
- Co-curricular activities such as participation in conferences, workshops, symposia, quizzes, panel discussions, group discussions and mock interviews and workshop on resume making, personal grooming, building self-esteem, confidence and motivation are held to enhance self confidence and develop personality.

### **7.3 Best Practices**

**7.3.1 Elaborate on any two best practices as per the annexed format which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.**

#### **BEST PRACTICE - I**

- 1. Title of the Practice: Skill Development and Entrepreneurial Development**
- 2. Describe the aim of the practice followed by the institution. Brief the underlying principles or concepts in about 100 words.**

The college exposes the students to necessary knowledge regarding the various opportunities for gainful self-employment in Home Science and encourages them to become an entrepreneur. The aim of the practice is to provide the students with “Hands on Experience” at running a business oriented venture, utilizing the skills learned by them during the course of studies. All our courses have a component of practicals where students have the opportunity to display their skills as an individual as well as in a group. This helps in better assimilation of learning and skill development through peer groups.

#### **3. The Context**

**Describe a particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words**

The biggest challenge faced by the college is in moulding the mind set of students who come from varied family and social backgrounds. Many of them do not have enough financial resources to launch/sustain an independent venture. Therefore, they are not inclined to venture into entrepreneurship.

A strong social perception in favor of a structured stable government job is a “Top of the mind” agenda for most girls. The college is engaged in motivating and consistently encouraging the students to take different responsibilities in order to increase their capacity and confidence in their skills and capabilities for entrepreneurship.

#### **4. The Practice**

**Describe the Practice and its implementation. Include anything about the Practice that may be unique in the Indian higher education. Please also identify constraints or limitations if any. In about 400 words**

The college provides practice to the students through the experience of handling and managing projects connected with skills learnt by them.

The students of fashion designing have to showcase their creations during the annual fashion show-Aakriti. They also hold exhibitions cum sale for their tailored, printed and embroidered products. Students of Family Resource Management and Fine Arts department put up stalls of tattoo making and mehndi during college carnival, Chandigarh Carnival and Rose fest. They also put up exhibitions of articles made by students such as best out of waste, decorative articles and utility items. They are trained for event management and interior designing. Food and nutrition students run a cafeteria managing food procurement, preparation, packaging and marketing of the prepared food items. They also run a diet clinic where they plan therapeutic diets for patients and render counseling in areas of health and fitness. The department of Zoology trains students in Poultry Entrepreneur Development under Ministry of Agriculture, (AH), Central Poultry Development Organization (N.R), Chandigarh and students are given stipend of Rs. 600. The students of Human Development and Family Relations department are engaged in work with school children for measurement of IQ and EQ, evaluation of potential for career opportunities, aptitude testing and counseling skills. They also conduct various programmes and workshops related to preschool education, and personality development.

Compulsory Internship with institutions such as hospitals, food craft institutes, textiles industries, garment processing units and export houses, interior designers, textile and fashion designers, Central Poultry Development Organization and Institutions of child and social welfare gives them the confidence of being self employed after completing their education.

The implementation is through the practicals and extension activities which are evaluated by the faculty and carry weightage for internal assessment.

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

After the degree, some of the students get interested to start their entrepreneurial venture. Girls practice these vocational skills and sell their products in the college as well during carnivals. Students even sell their products like toys, linen, bags, envelopes, art and craft material, food products, tie and dye linen, lamp shades, paintings, gift items, embroidery and knitted products at exhibitions and carnivals organized in college and by Chandigarh Administration and the profits go to the students. Students from Foods and Nutrition department have opened their cafeterias, provide dabba system and cater to kitty parties. Some students have opened their own diet consultancy. The students of Clothing and Textiles department have opened boutiques and provide customized designing and tailoring. Students from Human Development and Family Relations department provide counseling to different age groups of society. Beauty parlour is run in college hostel by one of our needy student and helps her generating money for her fees.

**6. Problems encountered and resources required please identify the problems encountered and resources required to implement Practice in about 150 words**

- Lack of enthusiasm among some students.
- Limited time allocated to the students for this practice.
- It was seen that some students were apprehensive about venturing into entrepreneurial development due to the risk component.
- Lack of financial assistance/ rewards.



## **BEST PRACTICE – II**

- 1. Title of the Practice: Dissemination of knowledge through Outreach Activities.**
- 2. Describe the aim of the practice followed by the institution. Brief the underlying principles or concepts in about 100 words.**

The college extends and disseminates knowledge of its skills to the society. The college has been proactively engaged in multiple and multi-dimensional extension activities in line with college motto of 'Knowledge for Service'. Diverse activities are carried out under various social welfare programmes. Theoretical and practical knowledge gained by the students in the various streams viz. Foods and Nutrition, Clothing and Textiles, Human Development and Family Relations and Family Resource Management is transferred through workshops, training programmes, seminars, talks, and activities, so as to empower the target population. The beneficiaries are from economically weaker sections of society, children with special needs, rural women and adolescents in slum areas.

### **3. The Context**

**Describe a particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words**

Extension activities need motivation and commitment on part of the students and faculty involved. So besides giving motivational talks to them, this component has been made an integral part of the curriculum. The practice has provided firsthand experience to the students of dealing with the target population. The two way interaction has sensitized the students to the needs of the society and in turn empowered the beneficiaries with life skills and trained them for generating income for themselves. The institution has been networking with various institutions and agencies already working for community welfare, in an endeavor to implement this practice effectively. However, It is of utmost importance that these programmes and activities be worked out jointly so as to give thrust to programme and skills that need urgent attention.

#### **4. The Practice**

**Describe the Practice and its implementation. Include anything about the Practice that may be unique in the Indian higher education. Please also identify constraints or limitations if any. In about 400 words**

The college expects students to be good not only in academics but also be good human beings. The students have been encouraged to work with society and share their expertise in whichever way possible.

The revised curriculum has interwoven extension activities in the practicals of most of the subjects or made them part of the project work. The subject of extension education is mandatory for the students and ensures that they participate in extension activities. Thus, the students have been regularly involved in conducting outreach activities, workshops and skill development programmes with women, children in slum areas, training programmes, counseling and recreational activities in hospitals, orphanages, old age homes and schools for children with special needs. They have been sensitizing the parents about various types of child abuses and their preventive measures and through street plays, collage making and posters highlighting important social issues related to health, environment conservation and gender equity. Underprivileged and children with special needs are being integrated with normal children in college nursery during various celebrations. The students have also been visiting Bassi Pathana, a centre of skill training for rural women and offering consultancy services and inputs for raising the standard of training. These practices have created social consciousness and inculcated a sense of commitment among the students towards the society. NSS and NCC wing along with various societies of the college and Rotaract Club are assisting the students in this initiative. Financial assistance by the Rotary club of Chandigarh, personal contributions by alumni members and NGOs have helped to carry out these extension activities.

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

The beneficiaries have started approaching the college asking for more such interventions and programmes. Counselling cell is regularly approached regarding issues related to parenting, marital conflicts, adolescent problems, evaluation of personality, intelligence, interest and aptitude. The diet clinic is popular and the number of beneficiaries has shown an appreciable increase. The efforts of the students have been recognized and appreciated by Rotary club, alumni and other organizations.

**6. Problems encountered and resources required please identify the problems encountered and resources required to implement Practice in about 150 words**

- Extension activities need time for implementation and execution. Since the college curriculum is demanding, the students and staff have difficulty in coping up with these activities. They need to be conducted mostly after college hours where safety and security of girl students became a concern. School activities needed to be conducted during morning hours which interfered with teaching learning hours.
- Planning and executing extension activities involves liaison with NGOs, Gram Panchayats and target population which at times was a challenge. Motivating them to participate willingly and collecting them at a central place required extra inputs.
- Since training and skill development involved finances as well as funds for raw materials, and transportations, it was one of the constraints.

## **POST ACCREDITATION INITIATIVES**

- 1. The college needs to review its curriculum and introduce career oriented and front line area courses. These may be introduced as self-financing courses in subjects like interior decoration, Textile Designing and Entrepreneurship Development.**

Each department performs periodic review of curriculum within their disciplines and/or related disciplines. Curriculum in each discipline has been made flexible enough to allow the incorporation of any new technologies and modes of delivery while maintaining a constant focus on quality. In this respect the various departments in college have revised their courses and widened the scope of course curriculum. B.Sc. Human Development and Social Welfare have been renamed as B.Sc. Human Development and Family Relations.

### **Change in admission criterion**

The eligibility criterion for admission has been widened and made open to all the streams of +2 students as against the earlier eligibility criteria which limited the admission to some selected streams only. This change in criterion has increased the number of students seeking admission.

### **Revamping of courses**

The college earlier had an undergraduate programme in B.Sc. Home Science and Post Graduate programmes with the areas of specialization in Clothing and Textiles, Human Development and Family Relations, Foods and Nutrition. However, since the past few years due to the changing trends both in industry and student interest, the admission seekers had opted to stay away from this course. A fall in admission numbers was a cause of concern. In 2007-08 admissions, only 60 seats were filled against the stipulated number of 120 seats. On analyzing the reasons for the unfilled seats, the college felt an urgent need was felt to revamp its undergraduate programme of B.Sc. (Home Science) and move it towards specialization, and make it career oriented. Need based changes have

been introduced in 5 specializations namely Dietetics, Apparel and Textile Design, Interior Design Management, Hospitality Management, Human Development and Family Relations, along with a B.Sc. Home Science (Composite) course. The changes have been drawn up in line with the UGC model curriculum for B.Sc. Home Science. The activity has led to a reversal in the trend of dwindling numbers of admission which rose from 402 (2009) to 534 (2014).

### **Review of Curriculum**

Various departments of the college have redesigned and restructured the learning objectives as well as the corresponding syllabi. This has been done in order to match the demands of the industry. Thrust has been given to vocational applicability of the course content and the advances made in the respective subjects. The demands and the interests of the students have been kept in mind while redesigning the courses. An element of extension education has been introduced in the practical subjects to help students understand the application of knowledge gained in theory classes and to fulfill its social responsibility in tune with its motto 'Knowledge for Service'.

### **Self-financing course(s)**

- B.Sc. Fashion Designing, a Self-financing course was started in the year 2007
- Advanced Post Graduate Diploma in Child Guidance and Family Counselling, a self-financing course was discontinued as very few students opted for this course due to high fee structure.

### **Introduction of a new course**

- A new course entitled Post Graduate Diploma in Child Guidance and Family Counselling was introduced in 2010 which is being run successfully

### **Change in nomenclature**

The nomenclature and course content of various courses was changed to make it more relevant and to increase employability factor.

- The nomenclature and syllabus of P.G. Diploma in Dress Designing was changed to P. G. Diploma in Fashion Designing as per the need of the garment industry.

- The nomenclature and syllabus of Department of Child Development was changed to Human Development and Family Relations to have a global perspective and increase employability.
- The nomenclature and syllabus of Department of Home Management was changed to Department of Family Resource Management.

**2. The college may consider starting an Honours Degree programme**

The college is taking steps towards upgrading the course content and is working towards starting an Honours Degree programme.

**3. There is a need to introduce bridge or remedial measures and courses to enhance communication skills and computer literacy.**

- Need based remedial courses have been introduced. Computer has been introduced as a subject 'Basic Computer Skills' in Under Graduate courses and as 'Communication Technologies' in the Post Graduate courses.
- The college facilitates extensive use of Information and Communication Technology to all the faculty members and students in the campus. There is public access to Integrated Communication Technology (ICT) points such as Smart Class Rooms, Multi Media Rooms, Common Library, and Departmental Laboratory.
- The college has provided laptops to the Head of the departments and senior faculty members to enable them to make use of smart class rooms for computer enabled teaching.
- All the departments of the college have been provided computers with internet facility.

**4. The research activities of the college need to be strengthened. Attempts must be made to seek research funding. This may begin by getting grants for minor and major research projects from UGC and other agencies.**

- The institution constantly emphasizes and focuses on strengthening research activities.
- The college is a Panjab University approved research centre and offers Ph.D. to the students in Foods and Nutrition and Human Development and Family Relations.
- The college is running M.Sc. courses in three major departments namely Human Development and Family Relations, Clothing and Textiles, and Foods and Nutrition. All the post graduate students are involved in compulsory research work through dissertation. In order to facilitate research work the college provides following facilities:-

- Competent faculty to mentor the students at each and every step
- Trained laboratory staff provide functional assistance
- Computer labs
- Internet facility
- Library stocked with latest books and journals, on course content and of general interest
- Standardized instruments, tools, tests, and appliances
- Fully functional laboratories for all the disciplines.

- **Research funding**

The college has received research funding for the research projects given below.

Nature of the Project	Duration	Title of the Project	Name of the funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
Minor Projects	2009-10	“Impact of Remedial Teaching” under <i>Sarva Shiksha Abhiyan</i> in Chandigarh”	Education Department, Chandigarh Administration	15000/-	15000/-	
	2010-2011	“Impact of Inservice Teacher Training” under <i>Sarva Shiksha Abhiyan</i> in Chandigarh”		12500/-	12500/-	

- Apart from the above stated list of projects, the college faculty also received grants from various funding agencies for encouraging scientific bent of mind among staff and students by way of organising workshops and field visits.
  - Dr. Rajesh Biswas, Department of Zoology, conducted a Workshop on “Poultry entrepreneur development” funded by Government of India Ministry of Agriculture, Department of Animal Husbandry, Dairying and Fisheries, Central Poultry Development Organization), Industrial Area, Phase-I, Chandigarh in the years 2012-13, 13-14 & 14-15. The funds released amounted to Rs. 27,000/-, Rs. 1,08,000/- and Rs. 1,68,000/- respectively.
  - Visit to Pushpa Gujral Science City, Kapurthala, Jalandhar, was organised on October 4, 2013 funded by Department of Science and Technology. The funds received were to the tune of Rs. 43,000/-.
- The faculty has received international travel grants for presenting scientific research papers. The details are listed below :
  - Mrs. Monika Malik, Department of Foods and Nutrition, received a grant of Rs. 1,50,000/- from UGC to attend and present a paper at the International Conference on Urban Health at Manchester, UK.
  - Dr. Ritu Pradhan, Department of Foods and Nutrition, received international travel grant of Rs. 25,000 to attend and present a paper at the South East Asian World Conference on Epidemiology at Pokhara, Nepal, by the Dean College Development Council, Panjab University in 2013-14. She has also received a grant of Rs. 2,93,800/- to attend and present paper in the World Conference on Epidemiology at Alaska, USA by UGC in 2014-15
  - Dr. Ravneet Chawla, Department of Human Development and Family Relations, received Early Career Scholarship Grant (Air tickets) to attend International workshop in July 2010 at Lusaca, Zambia and to present paper at ISSBD Biennial Conference at Shanghai, China ISSBD-Jacob’s Foundation in July 2014
- **Collaborative research project**
  - The college has undertaken collaborative research project with other academic institutions. In the process, knowledge sharing across various disciplines has been



facilitated and the utilization of instrumental expertise has been achieved successfully.

- Dr. Narinder Singh, Department of Human Development and Family Relations has developed and standardized Aptitude Battery for Career Counselling (ABCC) both in English and Hindi, in collaboration with the Psychology Resource Centre, State Counsel of Educational Research and Training (SCERT), Sector-32, Chandigarh to facilitate career counselling for Indian students.
- College Magazine “**Pratibimb**” carried many a literary as well as research articles in its 2015 edition where in the students and the faculty contributed enthusiastically.

#### **5. Participation of teachers in conferences and seminars need to be encouraged**

The faculty members are encouraged to actively participate in seminars/ workshops/ conferences at national as well as international levels to update themselves with recent/new advances in their respective subjects as well the latest trend in the field of higher education.

Faculty members have attended 61 national conferences, 47 international and 20 at the state level. The number of academic papers presented by the faculty at international conferences or symposia is 52, at national level 72 and at state level it is 04. Number of faculty members who have acted as resource person are 19 and 25 at national and state level respectively. Some of the faculty members get regular invites to act as panellists and resource persons in seminars and workshops.

#### **6. Administrative and library functioning needs to be computerised.**

- **Administrative functions**

Expenditure under M & S plan and non plan heads have been computerised

All records pertaining to students and college correspondence have been computerised.

- **Library functioning**

Various initiatives have been taken and implemented to make the library student / user friendly:

- Computer Software OPAC has been installed in the library which facilitates locating of books by author name as well as by title of the book.

- There are eight computers in the library with internet facility to help the students in preparing their assignments, projects and other miscellaneous work related to curricular and co- curricular activities.

**7. There is a need for the library to increase its book holdings, academic/research journals and establish interlibrary linkages. Especially for a college offering post-graduate and doctoral level**

An air-conditioned and automated library with bar coding facility for inventory is available for staff and students. OPAC computer software has been installed in the library which facilitates locating of books by author's name as well as by the title of the book. LIBSYS software is also available in the library. The library regularly purchases journals, reference books, newspapers and other reading materials based on the requirements and recommendations of the faculty members and students. Grants are utilized as per the scrutiny and recommendations of the advisory committee. Amount spent on procuring books, journals during the past seven years is tabulated below:-

Session	Government Grants		UGC Grants	
	Amount	Number	Amount	Number
2008-09	Rs. 5,00,000	General + Reference Books – 932 Journals-12	--	--
2009-10	NO GRANT	--	50,000 (Special grant for department of Clothing and Textiles)	Reference Books-- 11 General Books - 38 Journals-3
2010-11	3,25,000	Reference Books +	1,60,000	Reference Books + General Books –

		General Books – 566 Journals-5		318 Journals-3
2011-12	2,00,000	Reference Books+ General Books 358 Journals-8	26,000 (Special grant for Human Development and Social Welfare Department)	Reference + General Books– 31
2012-13	3,69,880	Reference Books+ General Books – 696 Journals-19	--	--
2013-14	2,00,000	Reference + General Books-147 Journals-10	--	--
2014-15	4,00,000	Reference + General Books-437 Journals-23	--	--

Subscription/membership of INFLIBNET is renewed every year which provides access to e-journals and e-books. All the departments of the college are provided with an individual ID. INFLIBNET membership is available to the faculty members.

**8. The computer centre needs to expand its functioning in terms of access and training facilities for the teachers, students and non-teaching.**

- The air conditioned computer centre of the college is well equipped with 25 computers, internet facility, printers and scanners.
- The department has technically qualified and dedicated staff for ensuring the smooth functioning and maintenance of computers, smart classrooms and related accessories.
- All the college departments are provided with Internet facility along with individual ID for each faculty.
- The computer centre periodically organises computer literacy and competence programmes and training. NIC, Chandigarh, also assists in some aspects of computer skills
- The renovation plan includes:
  - Provision for smart classroom.
  - Provision of 30 computer workstations with storage space.
  - Modular electrical fittings (provision for air- conditioners, focus lights, ceiling fans, power supply and backup for computers).
  - Provision for White Board, Exhaust fans.
  - Wall Mounting of LED as a teaching aid.
  - Renovation of college computer laboratory is planned and has been sanctioned for the amount Rs.2, 59,900.

**9. The timings of the library and the computer centre may be extended so that the students and teachers can make maximum utilisation of these facilities, appointment of a computer programmer and filling vacant posts in the library may aid in providing these facilities.**

The working hours of the library are till 4 O'clock. Contractual staff has been hired to fill the vacant post as per the directions of the Chandigarh Administration.

**10. Appointment of laboratory staff may be done as per the Panjab University norms.**

The appointment of laboratory staff is done as per the guidelines of the Chandigarh Administration.

**11. Some laboratory facilities such as in department of Clothing and Textiles need to be upgraded**

Clothing and Textiles department has been upgraded with latest state of the art facilities and specialised laboratories. The specialised laboratories include Dyeing laboratory, Laundry laboratory, B.Sc. Testing laboratory, Weaving laboratory, Printing laboratory, M.Sc. Testing laboratory, M.Sc. Construction laboratory, Dyeing lab Laundry laboratory, B.Sc. Testing laboratory, Weaving laboratory, Printing laboratory, M.Sc. Testing laboratory, M.Sc. Construction laboratory, P.G. construction laboratory, Knitting laboratory, B.Sc. Construction laboratory, Computer laboratory with latest software (TUKA-CAD, TUKA STUDIO, Rich peace, Corel Draw and Photoshop).

**12. Sports facilities may be enhanced by building courts for volleyball, tennis etc and gym may be provided with all the requisite equipments**

The institution provides adequate sports facility which are enhanced from time to time as per the requirements, to the students and faculty

- Yoga sessions and Aerobic exercises for hostellers and day scholars are held in the auditorium, gymnasium hall and college grounds.
- The college has a very well-equipped gym “VENUS” with three treadmills, two criss-cross steppers and a weight training set.
- A multi gym with six stations in physical education department is also available to the staff/ students.
- The indoor Badminton Hall has been upgraded with wooden flooring, which can be used by the college staff and the students. The Hall is a S.A.I. (Sports Authority of India) approved coaching centre.
- Self Defence training is provided through workshops and seminars.

### **13. Grievance Redressal cell should be started.**

The institute has a well-defined Grievance Redressal and Sexual Harassment cell, which was initiated in the year 2010 to redress the grievances of all concerned. Prompt and effective disposal of grievances of various stakeholders is being done for the overall well-being of the staff and students and to address their problems for promoting a congenial and healthy atmosphere in the college.

- Suggestion/ Complaint boxes have been placed in the college campus and hostels where in students can express their grievances.
- The complaints are collected under different heads such as the problems of hostel, mess, classroom teaching, canteen, examinations, cleanliness and parking.
- The complaints are analyzed and resolved after consultation with the members of the committee.

### **14. Teacher Assessment will aid in improving the quality of teaching**

Teacher assessment is an integral and inclusive part of improving the quality of teaching. There is a performance appraisal system for the evaluation of staff which involves Annual Confidential Report (ACR), Student Feedback Forms and suggestions from various stakeholders.

- Annual Confidential Report enables the staff to give information of their achievements, performance on the basis of the academic result, use of innovative teaching methods, research work and publications, in service trainings and seminars, workshops attended and co-curricular activities organized. The relevant information submitted by the respective teachers in their self-appraisal report filled by the staff is scrutinized by the Principal and is forwarded to the higher authority along with her appraisal rating.
- Feedback from students is received in the form of a structured questionnaire. All the students from each and every class fill this form to help the concerned teacher to learn as to whether the expectation of the respective students have been met or there is a need for some change.

**15. The activities of the recently established career counselling cell should be consolidated**

The Career Counselling Cell has been functioning since 2010. It is a platform which informs, motivates, assists and facilitates students in their career enhancement and counselling avenues throughout the year.

- Database of the B.Sc. Home Science (all streams), M.Sc. and Post Graduate Diplomas (all specialisations) has been compiled.
- The cell networks with the various agencies that offer internship opportunities.
- Capacity building exercises are carried out for Resume writing.
- Personality development programme is organised by the interdisciplinary faculty to train the students in communication and presentation skills
- A two week workshop on soft skills programme, resume writing and expectations of employers was conducted by engaging EOS Edu Ventures in March, 2014.
- Bulls Eye conducted an assessment test and offered freeships to four Post graduate students in its career training programme for banking and other similar exams.
- Placement cell along with Department of Foods and Nutrition invites and attends to requests over the year from industries in food processing, hospitals and clinical care and fitness agencies for placement and free lancing.

**16. Alumni Association should increasingly play a pivotal role towards improving infrastructure and curriculum content of various programmes.**

- The college has a proactive Alumni association with more than 200 members. They are actively involved in all the college functions as organizers/ planners/ guests. They give their valuable feedback to the college with regard to curriculum development, shares expertise and provide financial assistance by giving scholarships to the needy and deserving students.
- A special link for the Alumni is also available on the college website. There is an open face book page as well.

**17. The college may apply for autonomous status.**

The college is not eligible for applying for autonomous status as the number of students enrolled is less than 2000.

ANNEXURE I:

NAAC ACCREDITATION CERTIFICATE AND PEER REVIEW REPORT



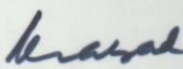


## Quality Profile

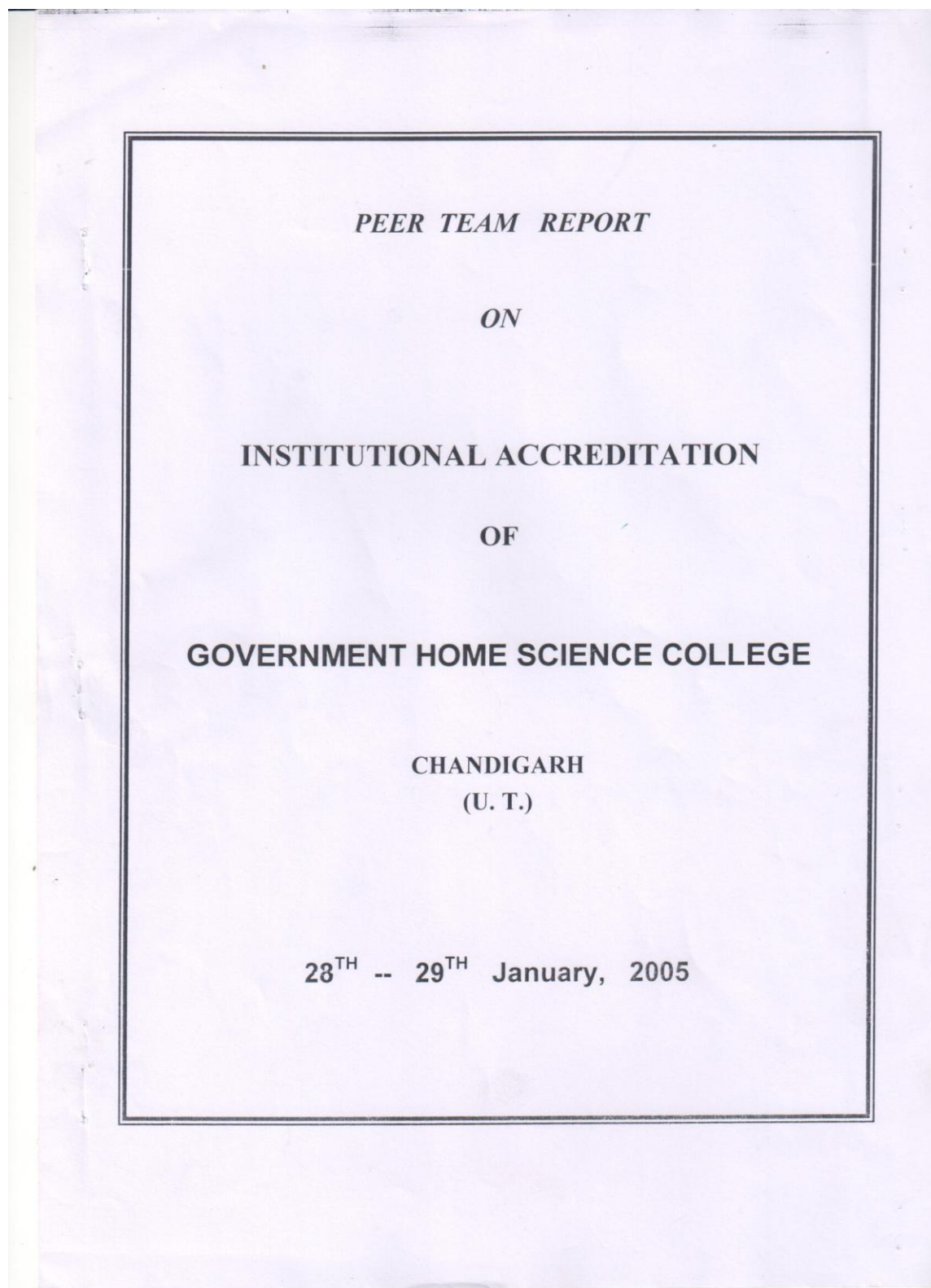
Name of the Institution : Government Home Science College  
Place : Sector 10, Chandigarh

Criterion	Criterion Score (Ci)	Weightage (Wi)	Criterion X Weightage (Ci x Wi)
I. Curricular Aspects	85	10	850
II. Teaching-learning and Evaluation	86	40	3440
III. Research, Consultancy and Extension	80	05	400
IV. Infrastructure and Learning Resources	86	15	1290
V. Student Support and Progression	80	10	800
VI. Organisation and Management	75	10	750
VII. Healthy Practices	80	10	800
		<b>100</b>	<b><math>\Sigma C_i W_i = 8330</math></b>

$$\text{Institutional Score} = \frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{8330}{100} = 83.30$$

  
 Director

EC/35/225



**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION  
OF  
GOVERNMENT HOME SCIENCE COLLEGE**

**Chandigarh (U. T.)**

**28<sup>th</sup> – 29<sup>th</sup> January, 2005**

**SECTION – I : INTRODUCTION**

The first Home Science College North of Delhi, the Government Home Science College, Chandigarh was established in 1961. It began as an undergraduate college offering Bachelors Degree in Home Science, today the college offers Masters and Doctoral degree programmes. The College is a grant-in-Aid institution affiliated to Panjab University, Chandigarh.

The aim of the College is to :

- Disseminate education
- Help students to discover and tap their fullest potential to emerge as responsible and productive citizens
- Enable students to develop their personality in order to strike an excellent balance between home and career.
- Develop need based intellectual and practical skills

The College received recognition under 12B and 2f from UGC. It has not applied for autonomous status though the University Act does have a provision for the same. The area of the campus is spread over 15 acres in an urban setting and the college has well maintained gardens, playgrounds and buildings.

The College offers 01 under-graduate and 01 post-graduate programme viz. B.Sc. and M.Sc. in Home Science. At post-graduate level specialization is offered in three subjects. Two Post-Graduate Diploma courses are run in Nutrition and Dietetics and Fashion Designing. Doctoral



programme is going on in the areas of Child Development, Food and Nutrition, Clothing and Textiles, Home Management and Extension Education.

The College has 5 Departments offering core and elective courses for undergraduate degree in Home Science. Faculty of Science has 4 departments while Faculty of Arts has 8 Departments. These departments offer courses to students pursuing studies in Home Science. The temporal plan is annual for Under-Graduate Degree Programme and semester with credit system for the Post-Graduate degree courses.

There are 37 permanent teachers with 13 having Ph.D. as the highest qualification, 6 having M. Phil. Degree and 19 with Post-Graduation as the highest qualification. The total number of non-teaching staff is 72 with 42 administrative staff and 30 technical staff. The ratio of teaching staff to non-teaching staff is 1:2.

The total student enrolment in the College stands at 367. Out of which 256 are under-graduates, 69 post-graduates, 42 post-graduate diploma students and 11 doctoral scholars. The number of students from the same state across various programmes are 157, while those from other states are 210. The other states from which majority of the students enroll are; Punjab, Haryana, Delhi, Uttar Pradesh, Uttaranchal, Himachal, Sikkim, Rajasthan, Bengal and Gujrat. There is one overseas student from Mauritius. Among the doctoral students 08 are teachers of the college.

The unit cost of education including the salary cost is Rs. 63,404/- while excluding salary it is Rs. 16,654/-

The College has facilities such as central library, computer center, health center, sports facility, hostels UG & PG Hostels, canteen, Principals' housing and a Laboratory Nursery School. There are also provisions for banking reprography, mini-gym., sick room in the hostels.

The College prepared its self-study Report (SSR) in July 2004 and volunteered to be assessed by National Assessment and Accreditation Council (NAAC), Bangalore, which constituted a Peer Team comprising Prof. Veena R. Mistry, Former Pro-Vice-Chancellor, the M.S. University of Baroda as Chairperson, Dr. P. Geetha, Professor, School of Letters, Mahatma Gandhi University, Kottayam as a member and Dr. S.R. Jain, Principal, S. S. Jain Subodh College, Jaipur as

Member-Co-ordinator. The team was ably assisted and guided by Dr. Latha Pillai, Adviser, NAAC co-ordinating requisite pre-visit arrangements.

Prior to the visit of the College, a meeting of the Peer Team was held on 27<sup>th</sup> January at 6:15 p.m. to discuss and exchange viewpoints on the Self-Study Report, tentative evaluation and determining modalities for the validation process as well as finalizing the schedule of the visit to the College.

The Peer Team visited the College on 28<sup>th</sup> and 29<sup>th</sup> January and in pursuance of the validation process visited various departments and facilities in the institution, interacted with all the constituents including; the Director Public Instructions, the Principal, teaching and non-teaching staff, students, parents and alumnae. The Peer-Team also verified relevant documents and records. Based on the above exercise the Peer Team submits the criterion-wise report and recommendations.

## **Section 2: Criterion-wise Analysis**

### **CRITERION -I: CURRICULAR ASPECTS**

The college is affiliated to Panjab University, Chandigarh and follows the syllabi prescribed by the University at the undergraduate and postgraduate level in Home Science. It offers 5 programmes in all consisting of 01 UG, 01 PG, 02 PG Diplomas and Ph.D. The UG course is divided into two groups-(i) Science Group and (ii) Arts Group. However, the college has taken special care to integrate applied sciences like Physics, Chemistry, Biology with Humanities viz Economics, Sociology, Psychology. The post-graduate courses being offered with specialization in the fields of Food and Nutrition, Clothing and Textiles and Child Development help in professionalizing the education being imparted. Apart from UG and PG courses, the college offers two PG Diplomas in -Nutrition and Dietetics and Fashion Designing. The college is recognized for Ph.D. programmes in all five disciplines of Home Science.

The curriculum is revised every two years. It takes approximately six months to introduce new courses. No new courses have been started in the last three years. Some of the members of



teaching faculty are members of the Board of Studies of the Panjab University as well as Kurukshetra and Guru Nanak Dev Universities.

The curricula include not only classroom teaching but also practical training. The various programmes are career oriented and socially relevant. The reservation policy is strictly followed as per Govt. rules. There is a conducive environment and positive interaction and team work among the teachers and the taught. The courses offered in Art, Classical Dance, Music and Physical Education are unique features of the curriculum. The courses promote overall development and recognized creative talent of the students.

The college follows the annual system at UG-level and the semester system at PG level. M.Sc. Home Science also follows the credit-based system. The teachers of the college are invited/nominated as members of the various academic bodies of the Panjab University to the review of the curricula. However, an exercise in updating the curricula in consonance with the UGC guidelines has been initiated. The feedback/expert advice from the academic peers may help the institution in assessing the effectiveness and relevance of the courses.

From its inception empowerment of women has been the main goal of the institution through an education that is life/career and community-oriented. In order to keep abreast of current issues and to update knowledge, the departments encourage the students to participate in various seminars and workshops. The college also establishes links with other institutions and industries for quality education. The programme component is 50 per cent skill and 50 per cent knowledge based. Besides, lecture method the curriculum transaction is through projects, seminars, presentations, assignments, posters and other teaching aids.

However, the curriculum offered has limited flexibility and programme offerings are restricted in scope. There are no self-financing courses offered. Home Science as a subject is both interdisciplinary and career oriented, but job oriented diploma courses are limited. The college needs to review its academic offerings in relation to the challenges related to professionalism and career opportunities.

Proposals to start two Post-Graduate Diplomas viz. Guidance and Counselling and Applied Genetics and Molecular Diagnostics have been submitted to the respective authorities for approval.

## **CRITERION -II : TEACHING, LEARNING AND EVALUATION**

Admission to the various courses of study in the college is in accordance with the policy of the Chandigarh Administration of U.T. and the regulations of the Panjab University. At present, admissions are granted on merit basis. The candidates are called for a personal interview for final selection and admission. Majority of the students admitted at under graduate entry level possess required merit, i.e. 50% marks, while for M.Sc. it is 72%. The number of seats for each course is allotted by the Chandigarh Administration as - 60% for the U.T. Pool and 40% for the General Pool/Outside Pool.

The college has 37 permanent faculty members, out of which 13 are Ph.D. holders, and 06 are M. Phils and the rest have Post-graduation as the highest qualification. No temporary teacher is working in the college; however, there are 06 part-time teachers. The recruitment of the faculty is done according to the Govt. Recruitment Policy of U.T. Administration, Chandigarh, and in accordance with the UGC guidelines. The college has no freedom to appoint any temporary teacher without due permission of the Govt. The college encourages teachers to participate in national and international seminars, apart from their participation in refresher and orientation programmes. Fourteen teachers have participated in national and 03 in international level seminars and contributed a good number of research papers. One teacher in Child Development has attended 16 International Conferences and Workshops in the last 5 years and received grant worth Rs. 4.5 lakhs for attending the same. One student was awarded Fullbright fellowship and Jacobs Foundation Grant worth Rs. 2.25 lakhs.

In pursuance of providing higher education to women students, the college attempts to create student – friendly teaching, learning environment. Educationally disadvantaged students are given tutorials specially for science subjects and English.

The syllabi are unitized according to the annual system of teaching. Apart from regular classroom teaching, seminars and symposia are organized at regular intervals to motivate the students. In courses where vocational training is necessary, students have to submit a project report and it is part of their internal assessment. Lectures by reputed scientists are organized in the college for giving the students an opportunity to interact with academics and to expose them to the current trends in applied research and education.



Internal evaluation and continuous assessment of student performance is done scientifically and systematically. The students are provided continuous feed-back in a system that is transparent. The parameters of assessment include: content, creativity, motivations, team-work, communication skills and audio-visual aids used. Many audio-visual aids are prepared by the students and the teachers. These are well preserved and used in the teaching process. The creativity of both the teachers and the students is reflected in the materials and projects prepared.

The college has 275 working days, out of which 180 days are for teaching. There is no institutional mechanism for faculty appraisal, but Annual Confidential Reports (ACRs) of the faculty members are written by the Principal on the basis of results of the classes taught, rapport with the students and colleagues, punctuality, general behavior, research activities and publications etc. There is a need to introduce self appraisal by teachers and evaluation by students. The performa prescribed by NAAC may be followed.

### **CRITERION -III: RESEARCH, CONSULTANCY AND EXTENSION**

The college has three postgraduate departments in the field of Food & Nutrition, Clothing & Textiles and Child Development, and research is an integral part of the curriculum in the relevant fields. The outreach programmes carried out by the various departments aim at providing benefits for the community at large. Twenty nine % teachers are engaged in active research in the college. Two research projects are ongoing at present – An International Cross-Cultural Seminar-Project in collaboration with University of Zurich, Switzerland on ‘Adolescent Development in a Globalizing World’ is granted to the Child Development Department. The Project is supported by CASBS, Stanford University and funded by Jacobs Foundations. A teacher in Food and Nutrition Department has received a research grant of Rs. 75,000/- from department of Science and Technology, Chandigarh Administration. In the last 5 years some of the teachers have published articles in National and International reviewed journals. One teacher in the Zoology Department has published 19 articles out of which six are in International Journals. A teacher in Child Development has published 15 article in International Journals and 05 in National Journals and two chapters in books. Another teacher of the same department has published 03 papers in National Level Journals. Six faculty members are currently pursuing their Ph.D. degree




programmes for professional development. Nine candidates have registered for the Ph.D. programme through this institution. However, the research atmosphere in all the three PG departments needs to be encouraged more for involving student groups in Summer Research Programmes, to work on mini research projects under the guidance of teachers.

The extension activities are undertaken in the institution in collaboration with governmental organizations as well as with NGOs. Many community development programmes - such as Medical Camp, Health and Hygiene Awareness, AIDS Awareness, Blood Donation Camp and Environment Awareness- have been conducted through the NSS unit of the institution. The college has adopted a village in the vicinity of Chandigarh for the upliftment of the village community. A group of 80-100 village women are given Nutrition Education and trained in Home Improvement and Handicraft Making. The college has an active unit of NCC (Army Wing). Apart from its regular activities, one SUO attended OTA Training Camp held at Chennai and one Sergeant. attended SSB coaching capsule at Gwalior this year. All India Girls Punjab Trekking camp, 2004 held at Kufri was attended by 04 cadets of the institution. The Department of Child Development is involved in Street Child project and 'Basta Hatao' Programmes. This has resulted in reducing the pressure on pre-school children of the schools in Chandigarh. This has also led to curriculum revision at the pre-school level in all the Govt. Schools and some private schools. The college has healthy interaction with students.

The research, consultancy and extension activities need to be pursued vigorously. As an institution involved in post-graduate studies, research should go beyond student projects and doctoral work. Faculty members need to be encouraged and facilitated to seek research grants from UGC and other agencies. Extension activities may be planned towards a concerted, coordinated and long-term effort.

In the Post-Graduate Diploma programme there is a provision for internship and the students are placed in various industries such as , Global Garments, Amar Textiles, Nestle etc. and with NGO's and local schools as well as hospitals such as PGIMER. To enrich the curriculum visiting professors and scholars are invited from time to time. Intra-departmental involvement in curriculum transaction is commendable.



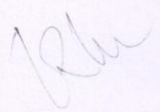
#### **CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

The college located in a 15 Acre campus in the urban area, is provided with well-equipped laboratories, three storied library, adequate class rooms and sports facilities. . The institution being a government college, the infrastructure facilities and maintenance are taken care of by the Chandigarh administration. Optimum number of computers are there in 03 departments. Environment Society of the college attends to the beautification of the campus. Tree plantation drive also helps to maintain a green campus. It is commendable that extra care is taken to mobilize students for a plastic-free campus. There is a good auditorium. The campus is self sufficient with bank, STD booths, reprography centre, beauty parlour, tailoring and laundry facilities. The canteen is functional.

The library has a stock of 25000 books. 16 Journals and 12 periodicals and newspapers are also subscribed. Variety of dictionaries and collection of Encyclopediā in the library is notable. The library has a closed circuit TV to check pilferage. Though departmental libraries are not officially there, some of the departments have good collection of resource material, provided by the faculty. The teachers keep their journals, books and articles at the disposal of students, on their own initiative.

The playground comprises of athletic field, badminton court etc. Facilities for Yoga and Aerobics are provided as per demands. Coaching is given in Judo and Karate also. The college has made a mark in shooting providing the best shooter of the state in 2001. The college has won the Boxing Championship also.

Eighty five % of the students stay in the hostels. There are two hostels- one for UG with 195 rooms and another one for PGs with 65 rooms. The hostels have TV, music systems , indoor games , beauty parlour etc. There is a sick room with a nurse on duty all 24 hours. The UG Hostel has single room accommodation as well as double room facility. There is one guest room within the hostel, used by official guests, examiners etc. The hostel is also open to girls from other government colleges depending on the availability of rooms. There is good rapport between the inmates and the motherly warden.





### **CRITERION V: STUDENT SUPPORT AND PROGRESSION**

There are more students from other states. Drop out rate is minimum. Prospectus gives all the details regarding admission procedures, course contents and fee structure. Though the faculty is informally giving career guidance, a full-fledged career guidance cell is to be established. It has been initiated just a month ago. Students may be motivated and trained in entrepreneurship. Alumnae Association has just started functioning in 2003. The Alumnae occupy prominent positions as dieticians, educators and have joined textile industry. Many of them have entered their Alma Mater as faculty members.

The academic performance of the students at the qualifying examinations is 100%. In 2003-2004 in the B.Sc. I, II & III year first rank holders are all from this college. Every year there are at least 3-4 first ranks at B.Sc. level from this institution. Among graduates 62.5 % pursue higher studies. Specific record of student performance in competitive examinations is not available.

Scholarships and Gold medals are given to meritorious candidates. In the last year PTA gave one scholarship. In 2002-2003, 8 students and last year 12 students enjoyed the scholarships from the Department of Education.

### **CRITERION VI: ORGANIZATION AND MANAGEMENT**

Committees are constituted to attend to day-to-day affairs. Government provides loans to the employees. Office staff are given computer training from time to time by the education department, Chandigarh; four of the present staff are computer literate. Teachers and non-teaching staff have a grievance redressal mechanism administered through the principal. Students' grievances are attended to through staff advisers, Students' Council, P.T.A and the Principal.

The tuition fee is as per the government norms. The fee structure at present across the years on an average is as follows: At the UG level tuition Rs. 2400/-; Lab – Rs. 3,000 – 5400/-; Hostel – Rs. 1200/- ; Mess – Rs. 700/-; others – Rs. 7985 – 9810/-. The post graduate students pay a tuition fee of Rs. 4800/- per semester, Rs. 1200/- as lab fees and miscellaneous items of Rs. 5100/-.

Diploma students' tuition fee comes to Rs. 4800/- with the lab fees of Rs. 1800 – 2400/- and other items amounting to Rs. 4375/-. Budget allocation towards salaries and other office expenses for the year 2004-2005 from the government is Rs. 2,41,90,200/-. In addition to this, in the current financial year the college is sanctioned a governmental grant of Rs. 15,64,326/- to buy material for various departments including designing of a web site. Under the ninth plan the college received a grant of Rs. 7,80,000/- from the UGC out of which Rs. 7,05,196/- was spent. In the tenth plan an amount of Rs. 5,73,607/- is sanctioned. Rs. 1,45,000/- Grant-in-Aid for establishment of UGC Network Resource Centre was also granted and Rs. 1,30,095/- is spent on this account.

#### **CRITERION VII: HEALTHY PRACTICES**

- LAN networking to all the departments and Broad Band internet facilities in the computer laboratory and the Principal's office are provided.
- The teachers and the principal are always accessible providing a healthy working environment.
- Van Mahotsav is a regular annual event.
- Annual Home Science festival is organized and the products of various activities in the college are exhibited and sold. Students get some revenue out of it.
- Faculty sponsors the education of economically disadvantaged students.
- Informal national and international linkages with other institutions, laboratories are formed for research activities.
- The college has adopted a village called Khuda Ali Sher, giving training and awareness raising in improving standard of living, health and hygiene.
- Few teachers are actively engaged in research oriented activities and publishing papers.
- The teachers in collaboration with Academic Staff College conduct Refresher Courses and Orientation programmes, in their discipline.
- A pre nursery school Chaitanya run by the department of Child development, with all modern teaching aids, serves as a laboratory for child development.
- The hostel enjoys the 24 hours services of a Nurse.



- The college participates and contributes to number of local, social and community programmes. The newly started Diet Clinic, the Environment Club, the Consumer Club are some of the activities. Publication of low cost recipes, low calorie recipes, Resource book of activities for pre-schoolers are all beneficial to the society.
- Art gallery in the college displays all the products made by the students time to time.
- Every department displays wall magazine reflecting the students' activities, news items and other useful information relating to respective fields.

### **SECTION 3: OVERALL ANALYSIS**

Since 1961 the Government Home Science College, Chandigarh has attempted to offer a relevant Home Science curricular at both Under-Graduate and Post-Graduate level. The SSR submitted by the college unfortunately does not reflect the quality and the amount of work done at the college. vis-a-vis all the criterion of the report.

The Peer-Team after reviewing the self-study Report (SSR), meeting with various constituents of the College, the Principal, and having visited physical and infrastructure facilities make the following recommendations.

### **RECOMMENDATIONS**

- The College needs to review its curriculum and introduce career oriented and front-line area courses. These may be introduced as self-financing courses in subject such as: Interior Decoration, Textile Designing and Entrepreneurship Development etc.
- The college may consider starting an Honours Degree programme.
- There is a need to introduce bridge or remedial courses and courses to enhance communication skills and computer literacy.
- The research activities of the College need to be strengthened. Attempts must be made to seek research funding. This may begin by getting grants for minor and major research projects from UGC and other agencies.

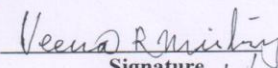
- Participation of more teachers in conference and seminars need to be encouraged.
- Administrative and library functioning need to be computerized.
- There is a need for the library to increase its book holdings, academic/research journals and establish inter-library linkages. Especially for a College offering post-graduate and doctoral level programmes the library should become a hub of academic activities.
- The Computer Center needs to expand its functioning in terms of access and training facilities for the teachers, students and non-teaching staff.
- The timings of the library and the computer center may be extended, so that students and teachers can make maximum utilization of these facilities. Appointment of a Computer Programmer and filling vacant posts in the library may aid in providing these facilities.
- Appointments of laboratory staff may be done as per the Panjab University norms.
- Some laboratory facilities such as in the department of Clothing and Textiles need to be upgraded.
- Sports facilities may be enhanced by building courts for Volley ball, Tennis etc. and the Gym may be provided with all the requisite equipments.
- Grievance Redressal Cell should be started.
- Teacher assessment will aid in improving the quality of teaching.
- The activities of the recently established Career Counselling Cell should be consolidated.
- The Alumnae Association should increasingly play a pivotal role towards improving infrastructure and the curriculum content of the various programmes.

- The college may apply for the Autonomous Status.

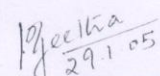
The Peer Team expresses its gratitude to the UT Administration, the Principal, Teachers, Students, Alumnae Non-teaching staff and Parents for their co-operation, hospitality and facilities provided for smooth functioning of the exercise. The team places on record its deep sense of gratitude to all who have contributed in this endeavour and wishes the College success in its future activities.

Signatures of the Peer Team members:

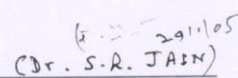
Prof. (Mrs.) Veena R. Mistry  
Chairperson

  
Signature  
29/1/05

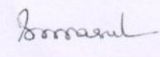
Dr. P. Geetha  
Member

  
Signature  
29.1.05

Dr. S. R. Jain  
Member-Co-ordinator

  
Signature  
29.1.05

I have read the report and agree with it.

  
Dr. (Mrs.) Sukhvarsha Narula  
Principal  
Government Home Science College  
Sector-10D, Chandigarh

January 29<sup>th</sup> 2005



**Annexure II**

**UGC2(f)/12(B) Letter**

Ph. 23236351, 23232701, 23237721  
23234116, 23235733, 23232317  
23236735, 23239437, 23239627

**Extension No. 413 (CPP-I Colleges)**  
UGC Website: [www.ugc.ac.in](http://www.ugc.ac.in)  
F. No. 8-35/2013 (CPP-I/C)

विश्वविद्यालय अनुदान आयोग  
बहादुरशाह जफर मार्ग  
नई दिल्ली-110 002  
UNIVERSITY GRANTS COMMISSION  
BAHADURSHAH ZAFAR MARG  
NEW DELHI-110 002

April, 2014

The Principal,  
Govt. Home Science College  
Sector – 10, Chandigarh  
**Punjab**

**25 APR 2014**

**Sub:- Recognition of Govt. Home Science College, Sector – 10, Chandigarh, Chandigarh** under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,  
With reference to your letter no. HSC/2014/UGC/2930 dated 20.01.2014 on the above subject, I am directed to say that the name of **Govt. Home Science College, Sector – 10, Chandigarh, Chandigarh** established in the year of **1961**, affiliated to **Punjab University, Chandigarh** is included in the list of Colleges maintained under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head **Government College** teaching upto **Master's Degree**.

*For charge UGC / Dr. Rajesh Biswas.*  
*Charan Dass*  
*5-5-14*

Yours faithfully,  
*Charan Dass*  
**(Charan Dass)**  
Under Secretary

Disty No. 239  
5-5-2014



**ANNEXURE III**

**Panjab University Affiliation Letter**

**PANJAB UNIVERSITY, CHANDIGARH**

No. Misc.A-5/ 20520

Dated 23/12 /2013


**TO WHOM IT MAY CONCERN**

This is to certify that Government Home Science College, Sector-10, Chandigarh is affiliated with Panjab University, Chandigarh since 1961.

  
Deputy Registrar (Colleges)

**ANNEXURE IV**

**Audit Report**

  
सत्यमेव जयते

भारतीय लेखा तथा लेखा परीक्षा विभाग  
कार्यालय प्रधान निदेशक, लेखा परीक्षा, (केन्द्रीय),  
प्लॉट नं. २१, सैक्टर १७, चंडीगढ़ - १६००१७

Indian Audit & Accounts Department  
Office of the Principal Director of Audit (Central),  
Plot No. 21, Sector 17, Chandigarh-160017

क्रमांक : ओएडी (सिविल)/लेखा परीक्षा/2012-13 | 187-88  
दिनांक : 18/09/2012

To The Principal  
Govt. Home Science College  
Sector-10  
Chandigarh.

महोदय,

आपके कार्यालय से संबंधित लेखा परीक्षा की निरीक्षण रिपोर्ट का इस प्रार्थना के साथ संलग्न की जाती है कि प्रत्येक अनुच्छेद के विरुद्ध की गई कार्यवाही का उसके सम्मुख टीका की गई प्रतिलिपि इस कार्यालय को इस पत्र के जारी किए लम्बे का सिद्धि नं. 5, संख्या 10 भीतर भेज दें।

भवदीय

प्रतिलिपि : निम्नलिखित को सूचनाार्थ एवं आवश्यक कार्यवाही हेतु भेजी जाती है।

डा. Finance Secretary, U.P., Ad.

5082  
9/10/12

Acc H  
Malhar Nandl  
Pomayya P  
18/9/12

जानेश सिंह  
वरिष्ठ लेखा परीक्षा अधिकारी

स  
वरिष्ठ लेखा परीक्षा अधिकारी

Audit and Inspection Note on the accounts of Principal, Govt. Home Science College, UT Chandigarh for the year 2009-2012

Part I (A) (i) Introductory

A test check of the accounts records of the Principal, Govt. Home Science College, UT Chandigarh for the period 1.4.2009 to 31.3.2012 was conducted by an audit party headed by Sh. Varinder Malik, Assistant Audit Officer from 28.8.2012 to 1.9.2012 assisted by Smt. Dalbir Kaur, Senior Auditor. The audit was supervised by Smt. Brij Bala. The results of the audit are embodied in the succeeding paragraphs.

The change of post of Principal was held by following officers during the period covered under audit:

Sr.No	Name	Period
1	Dr.(Mrs.)Rita G Singh	01.04.2009 to 28.2.2011
2	Mrs. Damandeep	16.03.2011 to 30.9.2011
3	Mrs.Madhu Nanda	04.10.2011 to till date

The system of internal audit was not prevalent in the institution.

The position of budget allotment and expenditure for 2009-2012 was as under:-

Year	Budget Allocation (Rs. in Thousands)		Expenditure	
	Plan	Non Plan	Plan	Non Plan
2009-2010	2500	48510	2500	48510
2010-2011	3350	61240	3350	61240
2011-2012	2000	46183	2000	46183

DISCLAIMER

This Inspection Report has been prepared on the basis of information furnished and made available by the Department. The Office of the Principal Director of Audit (Central), Chandigarh disclaims any responsibility for misinformation and or non-information on the part of the auditee.

Part I (B)(ii) Non Production of record.

Nil

Part I B Review of old objections

Audit and Inspection Report 1992-93

Part I Embezzlement of receipt amounting to Rs.4.45 lakhs  
Para stands



Para 1b	Receipt on a/c of university fee Para stands
<b>Audit and Inspection Report 1993-94</b>	
Part 7	Non production of records/information Para stands
<b>Audit and Inspection Report 1994-95</b>	
Para 1	Suspected embezzlement (a,b,c,d) Para stands
<b>Audit and Inspection Report 2006-07</b>	
Para 1	Non deposit of service tax in the tune of Rs.4.47 lakh Para stands
Para 2	Irregular Diversion of staff and payment of pay & allowance Rs.6.42 Lakh Para stands
Para 3	Irregular drawl of pay & allowances Rs.3.48 lakh Para stands
<b>Audit and Inspection Report 2007-08</b>	
Para 2	Irregular diversion of posts Para stands
<b>Audit and Inspection Report 2008-09</b>	
Para 1	Irregular purchase of material Rs.249675 - Settled.
Para 2	Non auction of unserviceable articles Rs.64203 - Para stands
Para 3	Non recovery of water/electricity charges Rs.5612 - from Hostel Supdt. Para stands
Para 4	Non conducting of physical verification of stores Settled.
Part II	<b>Section-A</b> Nil
Part II	<b>Section-B</b>
Para 1	<b>Retention of Govt. accommodation resulted into loss of Rs. 2.21 lakh</b> As per Govt. rules, the Govt. accommodation should be vacated by the employee/officer after his/her retirement, so that the same can be allotted to the next eligible employee.

During test check of records of the O/O Govt. Home Science College, Chandigarh it was noticed that Dr.(Mrs.) Rita G Singh, ex-officiating Principal of college was retired on 28.2.2011, but she is retaining the Govt. accommodation situated in college campus till date. As a result of which the said accommodation could not be allotted to the next eligible principals. Had the said officer vacated the accommodation in time, it could be allotted to next officers and HRA paid to them could have been saved. This resulted into loss of Rs.221216/- in form of HRA paid to the next principals i.e. Mrs. Damandeep (Rs.86148/-) and Mrs Madhu Nanda (Rs.135068).

Further it was also noticed that no penal/market rent was being recovered from the said officer who had illegally occupied the Govt. accommodation in College campus. The same may be recovered under intimation to audit.

The matter was brought to the notice of the department vide memo no 10 dated 31.8.12, no reply was furnished by the department.

**Para 2 Irregular payment from Salary Head amounting to Rs.18.47 lakh**

The budget grant should be utilized in accordance with the allocation of the budget (major/minor head wise). The salary of employees/officers only is debited to Salary Head. The contractual payment cannot be debited to Salary Head.

During test check of records of the O/O Govt. Home Science College, Chandigarh it was noticed that contractual payment amounting to Rs.1847141/- as detailed in annexure 'A' were paid to M/S Star Security Service from Salary Head during year 2009-2012. This resulted into irregular payment of Rs.1847141/- from Salary Head and needs justification.

The matter was brought to the notice of the department vide memo no 7 dated 30.8.12, no reply was furnished by the department.

**Para 3 Irregular purchase of Rs.2.91 lakh**

As per Rule 146 of General Financial Rules 2006 (revised), Local purchase in excess of Rs.15000 and up to 1.00 lakh can be made by constituting a committee of three members. Further Rule 151 of GFR provides that limited tender enquiry may be adopted when estimated value of the goods to be procured is above Rs.1.00 lakh and up to Rs.25 lakh. Local purchase committee should survey the market to ascertain the reasonableness of rates, quality, specification etc. and record a certificate to its effect as envisaged under Rule 146 and Rule 151 of GFR. Purchases shall be made in the most economical manner in accordance with the definite requirements of the public service.



Irregular splitting of purchases to keep the amount within the limits as stated above is prohibited.

During test check of records of the O/O Govt. Home Science College, Chandigarh it was noticed that furniture (Tables and Chairs) worth Rs.290825/- for college were purchased by splitting of the purchase into less than 1.00 lakh. These purchases were made from different agencies and within a month only as detailed in annexure 'B'. This irregular splitting of purchase may be justified and got regularized with the orders of competent authority.

The matter was brought to the notice of the department vide memo no 4 dated 30.8.12, the department stated that all purchases pertain to different nature of items namely tables, chairs etc. The reply of the department is not tenable as all the items pertain to one item i.e. furniture. The said purchase may be got regularized with the orders of competent authority.

**Para 4 Non credit of forfeited Hostel and Library security into Govt. Account Rs.0.31 lakh**

As per rules, the hostel and library security collected from the students should be returned to students after passing the degree or leaving the college. If any type of security is lapsed that should be deposited into Govt. account.

During test check of records of the O/O Govt. Home Science College, Chandigarh it was noticed that an amount of Rs.31000/- as detailed in annexure 'C' in r/o hostel and library security for the students of session 2008-09 were forfeited and not credited into Govt. account. This needs justification.

Further it was also noticed that there is no record maintained about forfeited security of students which is lying in funds account of the College for the last many years. The detail of all the forfeited security may be verified and credited into Govt. account under intimation to audit.

The matter was brought to the notice of the department vide memo no 5 dated 30.8.12, no reply was furnished by the department.

**Para 5 Non maintenance of Grant Registers/Overhead expenses registers of Grants received from UGC, New Delhi**

Grant Registers / Overhead Expenses Registers are to be maintained by the department by whom any grants/financial assistance is received. These Registers should be maintained like a cash-book.

During test check of records of the O/O Govt. Home Science College, Chandigarh it was noticed that the University Grant Commission, New Delhi has

sanctioned Funds (Financial Assistance) amounting to Rs.416831 in April 2009 and Rs.1010000/- in August 2010 for implementation of various schemes during year 2009-12. However no Grant Registers / Overhead Expenses Registers are maintained by the department.

The matter was brought to the notice of the department vide memo no 8 dated 31.8.12, no reply was furnished by the department.

**Para 6 Non deduction of TDS on contractual payment Rs.36942/-**  
Under provision of Section 194-C of Income Tax Act. TDS will be deducted @ 2% on the contractual payment, if payment made to Contractor exceed Rs.50,000/- in the aggregate during the financial year.

During test check of records of the O/O Govt. Home Science College, Chandigarh it was noticed that department has made a contractual payment of Rs.1847141/- as detailed in annexure 'D' to M/S Star Security Services during year 2009-12. Whereas TDS at source was not deducted @ 2% which works out to be Rs.36942/-.

The matter was brought to the notice of the department vide memo no 6 dated 30.8.12, no reply was furnished by the department.

**Para 7A Non Disposal of Obsolete/Unserviceable stores worth Rs.3.24 Lakh**

Under Rule 124 of GFR and GID there under, all stores declared as obsolete/unserviceable required to be disposed off by auction. As per laid down policy of Government articles/items, if not are in use, should be disposed off after the departmental procedure so that it could not be further deteriorate/damage and loose its value.

During test check of records of the O/O Govt. Home Science College, Chandigarh it was noticed that obsolete/unserviceable articles with the store value of Rs.324323 /- as detailed in annexure 'E' are lying in the stores for disposed off. With the passage of time, these may further deteriorate and value of realization may decrease. Reasons for non disposal of obsolete/unserviceable articles in time may be intimated to audit. Needful may be done and amount realized on this account may be deposited in govt. account.

The matter was brought to the notice of the department vide memo no 3 dated 30.8.12, the department stated that they have already been sent the list for necessary sanction to dispose off these. Final action will be awaited in audit.

**Para 7B Non conducting of Physical verification**

Rule 192 of GFR provides that the inventory of the fixed assets as well as of consumable stock should be verified once in a year and discrepancy if any should be recorded in the stock register for appropriate action of the competent authority.

During test check of records of the O/O Govt. Home Science College,



Chandigarh. it was noticed that inventory of the dead stock and consumable stock/stores has not been verified by competent authority during year 2011-12.

The matter was brought to the notice of the department vide memo no 9 dated 31.8.12. no reply was furnished by the department.



**PART - III TEST AUDIT NOTE**

No separate Test Audit Note issued. All the minor irregularities noticed during audit were discussed and settled on the spot.

*galma S*  
Senior Audit Officer

**ANNEXURE V**

**List of Faculty/ Departments Represented On the Board of Studies/Research Degree Committee/Academic Council/ Added Member Faculty of Science**

<b>Name Of Faculty</b>	<b>Department</b>	<b>University/Institution</b>	<b>Term</b>
<b>Dr. Madhu Kaul</b>	Home Science	<ul style="list-style-type: none"> <li>Member <b>Board of Studies</b>, Panjab University</li> </ul>	2007 Onwards
	Hospitality and Tourism Management	<ul style="list-style-type: none"> <li>Member <b>Board of Studies</b>, Panjab University</li> </ul>	2015-2017
<b>Prof. Nirupa Marwaha</b>	Home Science	<ul style="list-style-type: none"> <li>Member <b>Board of Studies</b> Panjab University, Chandigarh</li> </ul>	2009-2011 2011-2013 2013-2015 2015-2017
	Fashion Technology And Fashion Designing	<ul style="list-style-type: none"> <li>Member <b>Board of Studies</b> Panjab University, Chandigarh</li> </ul>	2011-2013
	Home Science	<ul style="list-style-type: none"> <li>Subject Expert, <b>Board of Studies</b>, Guru Nanak Dev University, Amritsar</li> </ul>	2014-2016
	Home Science	<ul style="list-style-type: none"> <li>Member <b>Research Degree Committee</b>, Panjab University, Chandigarh</li> </ul>	2014-2017
		<ul style="list-style-type: none"> <li>Elected <b>Added Member Faculty Of Science</b>, Panjab University, Chandigarh</li> </ul>	2012-2013
		<ul style="list-style-type: none"> <li>Elected <b>Member Academic Council</b>, Panjab University,</li> </ul>	2011-2013 2013-2015

		Chandigarh	2015-2017
<b>Mrs. Sushil</b>	Home Science	<ul style="list-style-type: none"> <li>Member <b>Board of Studies</b>, Panjab University, Chandigarh</li> </ul>	2010 onwards
<b>Dr. Sudha Katyal</b>	Home Science	<ul style="list-style-type: none"> <li>Member <b>Board of Studies</b>, Panjab university, Chandigarh</li> </ul>	2011-2013 2013-2015 2015-2017
<b>Mrs. Savita Vashisht</b>	Home Science	<ul style="list-style-type: none"> <li>Member <b>Board of Studies</b>, Panjab University, Chandigarh</li> </ul>	2014-2015
<b>Mrs. Jatinder Sohi</b>	Home science  Fashion Designing  Fashion Designing and Technology  Fashion Technology	<ul style="list-style-type: none"> <li><b>Board of Studies</b> in Home Science in Panjab University, Chandigarh</li> <li><b>Board of Studies</b> in Fashion Design in Panjab University, Chandigarh</li> <li><b>Board of Studies</b> in Fashion Technology, PTU, Jalandhar</li> <li><b>Board of Studies</b> in Fashion Designing &amp; Technology in 'The IIS University', Jaipur</li> </ul>	2010-onwards  2015- onwards  2014-onwards  2011-2014
<b>Mrs. Sangeeta Devan</b>	Home Science  Fashion Technology	<ul style="list-style-type: none"> <li><b>Board of Studies</b> in Home Science in Panjab University, Chandigarh.</li> <li><b>Board of Studies</b> In Fashion Technology In PTU, Jalandhar</li> </ul>	2015-onwards  2014-onwards
<b>Dr. Ritu Pradhan</b>	Home Science	<ul style="list-style-type: none"> <li>External nominated member of <b>Board of Studies</b>, Kurukshetra university, Kurukshetra</li> <li>Member <b>Regional</b></li> </ul>	2014-2016

		<b>Advisory Committee of Model Rural Health Research Unit.</b>	
<b>Mrs. Ranjana Sharma</b>	Home Science	<ul style="list-style-type: none"> <li>• Member <b>Board of Studies</b> Panjab University, Chandigarh</li> </ul>	2014-2015
<b>Dr. Reetinder Brar</b>	Home Science	<ul style="list-style-type: none"> <li>• Member <b>Board of Studies</b> Panjab University, Chandigarh</li> </ul>	2014-2015
<b>Dr. Ravneet Chawla</b>	Tourism	<ul style="list-style-type: none"> <li>• Member <b>Board of Studies</b>, Panjab University, Chandigarh</li> </ul>	2011-2013 2013-2015
<b>Mrs. Chhaya Verma</b>	Fashion Design  Fashion Technology	<ul style="list-style-type: none"> <li>• <b>Board of Studies</b> in Fashion Design in Panjab University, Chandigarh.</li> <li>• <b>Board of Studies</b> in Fashion Technology in PTU, Jalandhar.</li> </ul>	2008 onwards  2014 onwards
<b>Mrs. Sonia</b>	Fashion Technology	<ul style="list-style-type: none"> <li>• Member Of <b>Board of Studies</b> In Fashion Technology In PTU, Jalandhar</li> </ul>	2014 onwards
<b>Mrs. Simar Prabh Kaur</b>	Fashion Technology	<ul style="list-style-type: none"> <li>• <b>Board of Studies</b> in Dress Designing and Tailoring, Punjabi University, Patiala.</li> </ul>	2014-2015: Additional Members 2015 onwards: Full term members
<b>Dr.(Mrs.) Prabhjot Kaur</b>	Fashion Technology	<ul style="list-style-type: none"> <li>• <b>Board of Studies</b> in Dress Designing and Tailoring, Punjabi University, Patiala.</li> </ul>	2014-2015: Additional Members 2015 onwards: Full term members

**ANNEXURE V A**

**List of Faculty on Editorial Boards of Journals and magazines**

<b>Name of Faculty</b>	<b>Name of Journal/ Magazine</b>	<b>Year</b>
<b>Dr. Madhu Kaul</b>	<ul style="list-style-type: none"><li>• Editor Nutrition News And Views, Newsletter, Indian Dietetics Association, Chandigarh Chapter</li></ul>	
<b>Prof. Nirupa Marwaha</b>	<ul style="list-style-type: none"><li>• Member Editorial Board Of Journal Of Food Science And Technology</li><li>• Editor In Chief International Journal Of Home Science</li></ul>	2014-2017
<b>Mrs. Savita Vashisht</b>	<ul style="list-style-type: none"><li>• Editor, College Magazine, Pratibimb</li></ul>	2015
<b>Dr. Neha sharma</b>	<ul style="list-style-type: none"><li>• Co-editor College Magazine, Pratibimb</li></ul>	2015
<b>Dr. Narinder Singh</b>	<ul style="list-style-type: none"><li>• Co-editor College Magazine, Pratibimb</li></ul>	2015
<b>Mr. Navtej Singh</b>	<ul style="list-style-type: none"><li>• Co-editor College Magazine, Pratibimb</li></ul>	2015

**ANNEXURE V B**

**List of Faculty as Members of Various Academic Bodies**

Name of Faculty	National	International
<b>Dr. Madhu Kaul</b>	<ul style="list-style-type: none"> <li>• Indian Dietetics Association</li> </ul>	
<b>Prof. Nirupa Marwaha</b>	<ul style="list-style-type: none"> <li>• Member of nodal committee of National Policy of Education (NPE), SCRT</li> <li>• Life member Nutrition Society of India</li> </ul>	
<b>Dr. Ravneet Chawla</b>	<ul style="list-style-type: none"> <li>• Member citizens' charter core committee, Chandigarh</li> <li>• Member counseling committee. Chandigarh</li> <li>• Member sub- committee family counseling centre, woman and child support unit, Chandigarh police</li> <li>• Indian society for portage</li> <li>• National association of psychological science</li> <li>• Member of National alliance of</li> </ul>	<ul style="list-style-type: none"> <li>• Member of international scientific organizations:</li> <li>• International society for the study of behavioral development</li> <li>• International society for study of interpersonal parental acceptance rejection</li> </ul>

	<p>women</p> <ul style="list-style-type: none"> <li>• Trainer of trainers for:</li> <li>• Director social welfare, Chandigarh-training programs</li> <li>• Capacity building for women managers</li> <li>• Member of nodal committee of National Policy of Education (NPE), SCRT, PSEB</li> <li>• Executive member <i>sarva shiksha abhiyaan</i>, Chandigarh administration, Chandigarh</li> <li>• Member Indian Association of Health, Research and Welfare</li> </ul>	
<b>Dr. Ritu pradhan</b>	<ul style="list-style-type: none"> <li>• Executive member, Indian Dietetics Association, Chandigarh Chapter</li> </ul>	
<b>Dr. Narinder singh</b>		Member of International Society for Study of Behavior Development (ISSBD)
<b>Mrs. Mona Soin</b>	<ul style="list-style-type: none"> <li>• Life member of Indian Association of Physics Teachers</li> </ul>	
<b>Mrs. Sushil</b>		



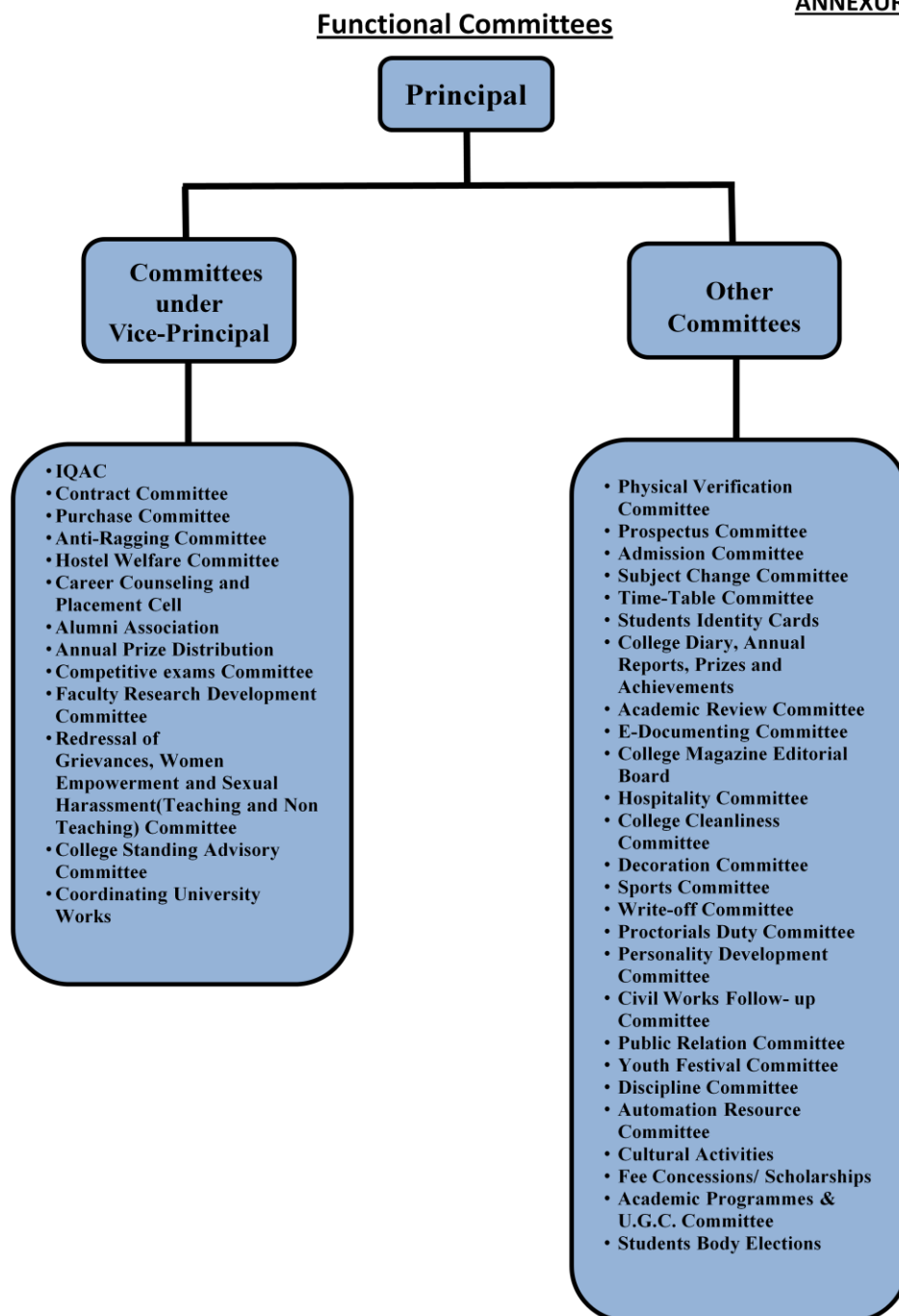
	<ul style="list-style-type: none"> <li>• Life member of Home Science Association</li> </ul>	
<b>Mrs. Rupinder Ghumman</b>	<ul style="list-style-type: none"> <li>• Life member of Home Science Association</li> </ul>	
<b>Mrs. Jatinder Sohi</b>	<ul style="list-style-type: none"> <li>• Home Science Association</li> </ul>	
<b>Mrs. Sangeeta Dewan</b>	<ul style="list-style-type: none"> <li>• Home Science Association</li> </ul>	
<b>Mrs. Chhaya Verma</b>	<ul style="list-style-type: none"> <li>• Home Science Association</li> </ul>	
<b>Mrs. Sonia</b>	<ul style="list-style-type: none"> <li>• The Indian Science Congress Association</li> <li>• Home Science Association</li> </ul>	
<b>Mrs. Simarprabh Kaur</b>	<ul style="list-style-type: none"> <li>• Textile Association</li> <li>• Home Science Association</li> </ul>	
<b>Mrs. Nidhi Duggal</b>	<ul style="list-style-type: none"> <li>• Home Science Association</li> </ul>	
<b>Dr. Prabhjot Kaur</b>	<ul style="list-style-type: none"> <li>• Textile Association</li> <li>• Home Science Association</li> <li>• CICU (Chamber Of Industrial &amp; Commercial Undertakings Youth Business Leaders (YBL) Forum, Ludhiana)</li> </ul>	
<b>Mrs. Ramanjit Kaur Bajwa</b>	<ul style="list-style-type: none"> <li>• Home Science Association</li> </ul>	
<b>Mrs. Pratibha</b>	<ul style="list-style-type: none"> <li>• Home Science Association</li> </ul>	

<b>Ms. Preeti Alagh</b>	<ul style="list-style-type: none"><li>• Textile Association</li><li>• Home Science Association</li></ul>	
<b>Ms. Sakshi Sharma</b>	<ul style="list-style-type: none"><li>• Home Science Association</li></ul>	
<b>Mrs. Anila</b>	<ul style="list-style-type: none"><li>• Textile Committee, Ministry Of Textiles.</li><li>• Home Science Association</li></ul>	
<b>Mrs. Manpreet Kaur</b>	<ul style="list-style-type: none"><li>• Home Science Association</li></ul>	
<b>Mrs. Heena Narang</b>	<ul style="list-style-type: none"><li>• Home Science Association</li></ul>	
<b>Dr. Bhavneet Kaur</b>	<ul style="list-style-type: none"><li>• Panjab Academy of Sciences</li><li>• Indian National Confederation of Anthropologists</li><li>• Indian Science Congress</li></ul>	
<b>Mrs. Namrata Sethi</b>	<ul style="list-style-type: none"><li>• Indian Dietetics Association</li></ul>	
<b>Dr. Uttara Singh</b>	<ul style="list-style-type: none"><li>• Nutrition Society of India</li></ul>	

ANNEXURE V C

**List of Faculty as Consultants**

<b>Name of Faculty</b>	<b>Name of Organisation</b>
<b>Prof. Nirupa Marwaha</b>	<ul style="list-style-type: none"><li>• Appointed member of state level steering cum monitoring committee for Mid Day Meal Scheme, UT, Chandigarh</li><li>• Honorary Nutrition Consultant for Chandigarh Lawn Tennis Association, Chandigarh.</li></ul>
<b>Ms. Monica Malik</b>	<ul style="list-style-type: none"><li>• Member of Steering Committee of Haryana Mid Day Meal program</li></ul>
<b>Ms. Chayya Verma</b>	<ul style="list-style-type: none"><li>• Technical Expert For The Selection And Purchase Of Uniform For Aaganwadi Children And Hotel Employees Of Social Welfare Department And CITCO, Chandigarh</li></ul>



**ANNEXURE VII****PUBLICATIONS**

**Department of Clothing and Textiles:  
Mrs. Jatinder Sohi**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Co-Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Sohi, J. & Alagh, P. (2012)	Emerging Trends in Medtech	Purva Mimaansa, 3(1), 14-18	ISSN: 0976-0237
2.	Alagh, P. & Sohi, J. (2012)	A study on Surgical Textiles of Meerut and Modinagar	Textile Trends, 55(3), 35-41	ISSN: 0040-5205
3.	Sodhi, P. & Sohi, J. (2012).	Talking Threads: Dresses of Folk dances of Haryana	Asian Journal of Home Science, 7 (1), 48-52	ISSN: 0973-4732 NAAS Score - 2.98
4.	Sohi, J. & Anila (2012)	Designing of Men's Formal Ecofriendly Kurtas	Textile Trends, 55(6), 37-40	ISSN: 0040-5205
5.	Sohi, J. & Sodhi, P. (2013)	Jewel Talk: Haryana's Heritage	ZENITH International Journal of Multidisciplinary Research, 3 (2), 316-329	ISSN: 2231-5780 <b>Impact Factor: 3.567</b> <b>ICV: 4.82</b>
6.	Sohi, J. & Sodhi, P. (2013)	Renaissance Call: Folk dances of Haryana	International Journal of Management & Social Science, 1(5), 8-25	ISSN: 2231-1784
7.	Sohi, J. & Mathur, N. (2013)	Recycling waste material to construct hand bags	Textile Trends, 56( 5), National	ISSN: 0040-5205
8.	Sohi, J. & Suchint (2014).	Eco-friendly utility bags: Designing of eco-friendly Bags using reverse appliqué	Textile Trends, 57(10), National	ISSN: 0040-5205
<b>Other Publications</b>				
<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Other publications</b>		
Sohi, J. (2015)	Individuality – A search for identity, 10-11	College Magazine – Pratibimb, 2014-15		
Sohi, J. & Mathur, N. (2015)	Recycling waste materials to construct hand bags, 92-93	College Magazine – Pratibimb, 2014-15		

**Mrs. Sangeeta Dewan**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Name of the Author/Aut hors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Tripathi, S. & Dewan, S. (2013)	Designing and costruction of casual skirts for college going girls using denim	Textile Trends, (7)	ISSN: 0040-5205
2.	Kaur, D. & Dewan, S. (2013)	Fashion Illustrations: A study through different mediums	Textile Trends, (6)	ISSN: 0040-5205
3.	Narang, H & Dewan, S. (2013)	Fabric Master Pieces: Designing and construction of quilt covers using patch work	Textile Trends, 56 (8), 55-59	ISSN: 0040-5205
4.	Dewan, S.& Sodhi, P. (2013)	Sack to sophistication: Journey of Jute industry	e-Journal International Journal of Research In Commerce and Management, 3 (5)	ISSN: 2231-4245
5.	Dewan, S. & Sodhi, P. (2013)	Green threads: Ecolabels for punters	e-journal Asia pacific journal of marketing & management review, 2, (6)	ISSN: 2319-2836
6.	Dewan, S. & Sodhi, P. (2014)	Pineapple Leaf Fibers: eco souvenir	Research Journal of Humanities and Social Sciences, (1)	p-ISSN: 0975-6795 e-ISSN: 2321-5828
7.	Dewan, S. (2015)	An assessment of purchase decision, advertising and consumption involvement of branded clothing among employees of multinational companies of Bengaluru	International Journal of Management, IT & Engineering, 5 (6)	ISSN: 2249-0558
<b>Other Publications</b>				
<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Other publications</b>		
Dewan, S. & Ekta (2015)	A study of four prevalent art forms used to decorate human body, 93-95	College Magazine – Pratibimb, 2014-15		

**Mrs. Chhaya Verma**

<b>Publications in Journals</b>				
<b>Sr. no.</b>	<b>Name of the Author/Authors (Year of Publication)</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Verma, C. & Venkatachela, V. (2000)	Optimization of parameters for dyeing of jute-cotton union fabric with babool bark dye.	Indian Textile Journal, 27 (2), 34-38	<b>ISSN: 0019-3664</b>
2.	Verma, C. & Venkatachela, V. (2002)	Effect of mordants on mango (bark) dye for dyeing of jute cotton union fabric.	Colourage, 33(7), 49-54	<b>ISSN: 0010-1826</b>
3.	Verma, C. & Sharma, S. (2010)	Creation of dupattas with color blending	Textile Trends	<b>ISSN: 0040-5205</b>
<b>Other Publications</b>				
<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Other publications</b>		
Verma, C. (1998)	Effect of natural dyes on jute cotton union fabrics	Seminar proceedings, published by State council of science and technology, Chennai, Tamil Nadu.		
Verma, C. & Bakshi, M. (2015)	Extraction of natural dyes from selected plant waste and its application for batik, 95-96	College Magazine – Pratibimb, 2014-15		

**Mrs. Sonia**

<b>Other Publications</b>		
<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Other publications</b>
Sonia (2015)	Sole story: footwear aesthetic (In press)	PsyInsight ISSN No. 0976-7487

**Mrs. Preeti Sodhi**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Sodhi, P. Thapa, P., & Alagh, P. (2011)	Global reflection of fashion industry	Chintan Research Journal, 3, 356-363	<b>ISSN: 2229-7227</b>
2.	Soni, M. & Sodhi,	Universality of human	The Legal Analyst: A	<b>ISSN: 2231-</b>



	P. (2011)	rights	Bi-annual Referred Law Journal, 1, 106-110	5594
3.	Sodhi, P. & Thapa, P. (2011)	Downturn's brunt: indian textile and apparel industry.	Asian Journal of Management, 2 (3), 126-132	ISSN: 0976-495X
4.	Sodhi, P. (2011)	Perceptible effect of religion.	Research Journal of Social and Life Sciences, 10 (5), 65-71	ISSN: 0973-3914
5.	Soni, M. & Sodhi, P. (2011)	Tiny tots in the reality world.	Research Journal of Arts, Management & Social Sciences, 5 (3), 316-22	ISSN: 975-4083
6.	Sodhi, P. & Kumar, S. (2011)	Impact of values and life styles on youth.	Indian Journal of Humanities, 1 (4), 33-39	ISSN: 2248-9541
7.	Sodhi, P. (2011)	Indian textile industry-an inside view.	Coherence, 1, 129-137	ISSN: 0976-5301
8.	Sodhi, P. (2011)	Reflection of globalization clothing choices of Indian youth.	Research Journal of Humanities and Social Sciences, 2 (3), 97-102	ISSN: 0975-6795
9.	Sodhi, P. (2012)	Export canvas of textile industry.	South Asian Journal of Management Research, 4 (1), 295-311	ISSN: 0974-763X
10.	Thapa, P. & Sodhi, P. (2012)	agro-textiles: Edifying the future.	Asian Journal of Human development and Livelihood, 2 (1), 12-18	ISSN: 2250-3161
11.	Sodhi, P. & Thapa, P. (2012)	Sales: A lucrative basket for consumer and shopkeepers.	International Journal of Research in Commerce Management, 3 (3), 117-122	ISSN: 0976-2183
12.	Sodhi, P. & Sohi, J. (2012).	Talking Threads: Dresses of Folk dances of Haryana.	Asian Journal of Home Science, 7 (1), 48-52	ISSN: 0973-4732 NAAS Score - 2.98
13.	Sodhi, P. & Thapa, P. (2013)	Eco-labels: Swing towards green consumerism.	Indian Journal of Environmental Studies, 1 (1), 43-51	ISSN: 2278-8220
14.	Sodhi, P. (2013)	Activated carbon: Black magic.	Paripex: Indian Journal of Research, 2 (7), 51-54	ISSN: 2250-1991
15.	Sohi, J. & Sodhi, P. (2013)	Jewel Talk: Haryana's Heritage.	ZENITH International Journal of Multidisciplinary Research, 3 (2), 316-329	ISSN: 2231-5780 Impact Factor: 3.567 ICV: 4.82

16.	Dewan, S.& Sodhi, P. (2013)	Sack to sophistication: Journey of Jute industry	e-Journal International Journal of Research In Commerce and Management, 3 (5),	ISSN: 2231-4245
17.	Dewan, S. & Sodhi, P. (2013)	Green threads: Ecolabels for punters	e-journal Asia pacific journal of marketing & management review, 2, (6)	ISSN: 2319-2836
18.	Sohi, J. & Sodhi, P. (2013)	Renaissance Call: Folk dances of Haryana.	International Journal of Management & Social Science, 1(5), 8-25	ISSN: 2231-1784
19.	Thapa, P., & Sodhi, P. (2014)	Reducing water footprint in textile industry.	The Indian Textile Journal, 88-91	ISSN: 0019-6436
20.	Sodhi, P. (2014)	Spider silk: Entrapped in web.	Man Made Textiles in India, 42 (5), 178-181	ISSN: 0377-7537
21.	Dewan, S. & Sodhi, P. (2014)	Pineapple Leaf Fibers: eco souvenir	Research Journal of Humanities and Social Sciences, (1)	p-ISSN: 0975-6795 e-ISSN: 2321-5828

**Publications in Books**

S.No.	Name of the Author/Authors	Title of the paper	Name of the book (page no.)	Publisher, ISBN No.
1.	Bajwa, R. K. & Sodhi, P. (2011)	Fashion retailing – A panoptic look, 194 – 197	Strategic Management of Business Development: Issues and Prospects	Excel India Publishers, New Delhi, ISBN: 978-93-80697-99-4
2.	Sodhi, P. & Kumar, S. (2011)	Clean environment and human rights, 90-96	Environment Protection	Gayatri Publications, Allahabad ISBN: 978-81-87364-44-3
3.	Sodhi, P. & Sodhi, A. (2014)	A reality check: Crime against women, 81-93	Crime Against Women	Manglam Publisher and Distributor, Delhi ISBN: 978-93-82983-24-8
4.	Sodhi, P. (2014)	Ecolabels and greenovators: Unified strive for green, 295-315	A Text Book of Environmental Studies	Manglam Publisher and Distributor, Delhi ISBN: 978-93-82816-14-0

**Mrs. Simar Prabh Kaur**

<b>Publications in Journals</b>				
S.No.	Author/Co-Author	Title of the paper	Name of the Journal (Vol., issue, page no.)	ISSN No.
1.	Kaur, S. P., Joseph, R.,	Designing, making Paper Pattern and Construction	Research Journal of Humanities and Social Sciences, 4 (1), 39-	ISSN: 0975-6795

	& Rajput, C. (2014)	of casual one piece dresses using dart manipulation	45	
2.	Kaur, S. P. & Bisht, H. (2011)	Designing of rugs with paper folding and cutting motifs using screen printing	Asian Journal of Home science, 6, (2), 240-245	ISSN: 0973-8351
3.	Kaur, S. P. & Kaur, R. (2014)	Designing of sheer curtains with contemporary use of Chikankari	Textile Trends, 57 (1), 29-34.	ISSN: 0040-5205
4.	Kaur, S. P. & Gambhir, K. (2014)	A study on designers' boutiques of Hauz Khas village in New Delhi	International Journal of Management IT and Engineering, 4 (1), 39-45	ISSN: 2249-0558
<b>Other Publications</b>				
<b>Name of the Author</b>		<b>Title of the paper</b>	<b>Other publications</b>	
Kaur, S. P. (2015)		Ajrakh – An eco friendly textile, 52-54	College Magazine – Pratibimb, 2014-15	
Kaur, S. P. & Gambhir, K. (2015)		A study on designers' boutiques of Hauzkhas village in New Delhi, 98	College Magazine – Pratibimb, 2014-15	

**Dr. Prabhjot Kaur**

<b>Publications in Journals</b>				
S.No.	Author/Co-Authors	Title of the paper	Name of the Journal (Vol., issue, page no.)	ISSN No.
1.	Kaur, P. & Joseph, R. (2010)	Dying art of punjabi jutti in Patiala	Asian Journal of Home Science, 5(2), 226-231	ISSN: 0973-4732 NAAS Score: 2.98
2.	Kaur, P. & Joseph, R. (2010)	A study of symbols and monograms used on vestments of catholic christian priests	Anusandhanika, 8(2), 190-98	ISSN: 0974-200X
3.	Kaur, P. & Joseph, R. (2010)	Study on liberlisation and incluturation in vestments worn by catholic christian priests	Diviner: A Research Journal of Humanities and Social Sciences, 7(1), 61-72	ISSN: 0973-8320
4.	Kaur, P. & Joseph, R. (2010)	A study of the liturgical and non –liturgical vestments worn by catholic christian priests	Research Journal of Humanities and Social Sciences, 1(1), 30-36	ISSN: 0975-6795
5.	Kaur, P. & Verma, A. (2011)	Designing of shrugs using decorative knot craft Macramé	Textile Trends, 24(5), 35-39	ISSN: 0040-5205

6.	Joseph, R., Kaur, P., & Mehtab, S. (2011)	Lattice smocking techniques: an innovative approach to smocking	Asian Journal of Home Science, 6(1), 5-11	<b>ISSN:</b> 0973- 4732 <b>NAAS</b> <b>Score:</b> 2.98
7.	Kaur, P. & Joseph, R. (2011)	A study of clerical religious dresses worn by catholic christian priests	<b>Wesleyan Journal of Research</b> , 4(1), 1-9 (International)	<b>ISSN:</b> 0975- 1386
8.	Kaur, P. (2011)	Cad/Cam technology: A boon to apparel industry	Gyan Management, 5(1), 157- 168 (International)	<b>ISSN:</b> 0974 – 7621
9.	Kaur, P. (2011)	Revival of Punjab’s traditional handicraft: Phulkari	Asian Journal of Management, 2(1), 28-38	<b>ISSN:</b> 0976– 495X
10.	Kaur, P. & Marriya, K., & Kashyap, R. (2012)	Reducing carbon footprint in apparel industry-I	Hosiery and Textile Journal, 79(6), 19-20	<b>ISSN:</b> 0018- 5388
11.	Kaur, P. & Marriya, K., & Kashyap, R. (2012)	Carbon credits: An opportunity for apparel industry	The Indian Textile Journal, 112(12), 57-61	<b>ISSN:</b> 0019- 6436
12.	Kaur, P. & Marriya, K., & Kashyap, R. (2012)	Carbon footprint: an evaluation tool	Textile Trends, 25 (5 ), 35-40	<b>ISSN:</b> 0040- 5205
13.	Kaur, P. & Joseph, R. (2012)	<u>Women and jewelry - the traditional and religious dimensions of ornamentation</u>	Coherence, 3(1), 39-49	<b>ISSN:</b> 0976- 5301
14.	Kaur, P. & Kaur, N. (2013)	Corporate social responsibility: comparison of outward and inwards- oriented manufacturers	International Journal of Home Economics, 6(2), 207-227	<b>ISSN:</b> 1999- 561X
15.	Kaur, P. & Agarwal, M. (2013)	Reproaching individualit y through brand purchase	The IIS University Journal of Arts, 2 (1), 87-97	<b>ISSN:</b> 2319- 5339
16.	Kaur, P. & Kaur, N. (2013)	Environmental corporate social responsibility: An endorsement gizmo of hosiery industry of Ludhiana	Colourage, 60(8), 34-38	<b>ISSN:</b> 0010- 1826
17.	Kaur, P. & Agarwal, M. (2013)	Brand awareness: A salient element in purchase decisions	Research Journal of Social Science & Management, 3(3), 157-160	<b>ISSN:</b> 2251- 1571

18.	Kaur, P. & Kaur, N. (2013)	CSR's ethical spirit in knitwear industry of Ludhiana	International Journal of Management, IT & Engineering, 3(6), 494-505	<b>ISSN:</b> 2249-0558 <b>Impact Factor:</b> 5.299
19.	Kaur, P. & Marriya, K., & Kashyap, R. (2013)	Carbon footprint in apparel industry	Manmade Textiles in India, 41 (2), 241-45	<b>ISSN:</b> 0377-7537
20.	Kaur, P. & Marriya, K., & Kashyap, R. (2013)	5S: Japanese secret philosophy unraveled for garment industry	Textile Trends, 25( 10), 45-48	<b>ISSN:</b> 0040-5205
21.	Kaur, P. & Marriya, K., & Kashyap, R. (2013)	Reducing carbon footprint in apparel industry-II	Hosiery and Textile Journal, 80 (1), 20-21	<b>ISSN:</b> 0018-5388
22.	Kaur, P. & Kaur, S. (2014)	Carbon footprint: A decarbonising disclosure	GE-International Journal of Management Research, 2(4), 361-376.	<b>ISSN:</b> 2321-1709 <b>Impact Factor:</b> 4.316
23.	Kaur, P. & Kaur, N. (2014)	CSR's Imprint on knitwear industry of Ludhiana	International Journal of Marketing, Financial Services & Management Research, 3(4), 207-219	<b>ISSN:</b> 2277-3622 <b>Impact Factor:</b> 3.454 0.687 (Global)
24.	Kaur, P. & Kaur, N. (2014)	Enterprise social responsibility: A pledge for knitwear industry of Ludhiana	Journal of Textile Association, 74(5), 293-297	<b>ISSN:</b> 0368-4636 <b>H-index:</b> 07
25.	Kaur, P. & Agarwal, M. (2014)	Brand image and association: A distinguished expression of corporate coherence	<b>Zenith International Journal of Multidisciplinary Research</b> , 4(3), 183-194.	<b>ISSN:</b> 2231-5780 <b>Impact Factor:</b> 3.567 <b>ICV:</b> 4.82
26.	Kaur, P. & Agarwal, M. (2014)	Brand Loyalty: Inclination to repurchase	International Journal of Family and Home Science, 10 (2), 79-87.	<b>ISSN:</b> 0973-2608 <b>Impact Factor:</b> 2.0854
27.	Dhiman, N. & Kaur, P.	Availability, preferences and acceptability of	GGGI Journal of Engineering & Technology, 4(1).	<b>ISSN:</b> 2278-1226

	(2015) .	innovative theme-based curtains in Chandigarh	(Accepted)	
<b>Chapters Published in Books</b>				
<b>S.No.</b>	<b>Title of the paper</b>	<b>Name of the book (page no.)</b>	<b>Publisher, IBSN No.</b>	
1.	Measuring environmental sustainability through carbon footprint.	Innovative energy technology systems and environmental concerns: A sustainable approach, 149-160	Research India Publications: New Delhi, India (ISBN: 978-93-84144-81-4).	
<b>Other Publications</b>				
<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Other publications</b>		
Kaur, P. (2004)	A Study of the Liturgical and Non –Liturgical Vestments worn by Catholic Christian Bishops and Priests	Oasis, 1, 43-49.		
Kaur, P. (2015)	Punjabi jutti – An exotic legacy, 55-57	College Magazine – Pratibimb, 2014-15		
Kaur, P. & Singhal, M. (2015)	A study on brand consciousness among working women of Chandigarh, 96-97	College Magazine – Pratibimb, 2014-15		

**Mrs. Ramanjit Kaur Bajwa**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Bajwa, R. K. & Kaur, M. (2010)	Creating innovative layette	Diviner: A Research Journal of Humanities and Social Sciences, 7 (2), 170-176	ISSN: 0973 - 8320
2.	Bajwa, R. K. (2010)	A study of jamawar shawl industry of Amritsar	Research Journal Social Sciences, 18 (1), 61-70	ISSN: 0251 – 348X
3.	Bajwa, R. K. & Joseph, R. (2010)	Study of hand- knotted carpet industry of Rajasansi	Textile Review, 5 (9), 5-8	ISSN: 0974 - 2530
4.	Bajwa, R. K. & Chawla, R. (2011)	Ecofriendly textiles and ecolabelling – essential for survival	Textile Review, 6 (4), 37-38	ISSN: 0974 - 2530
5.	Bajwa, R. K. & Singh, B. (2011)	A study of ecofriendly apparel brands in tricity	Asian Journal of Environmental Science, 6(1), 89 - 92	ISSN: 0973 - 4759
6.	Bajwa, R. K. & Marriya, K. (2011)	A study of production of jamawar shawls in Amritsar	Asian Journal of Home Science, 6 (1), 97 – 102	ISSN: 0973 - 4732

7.	Bajwa, R. K. & Singh, B. (2012)	In style with ethical fashion	Journal of Environmental Research and Development, 6 (3), 514–520	ISSN: 0973 – 6921, Impact Factor: 0.157
8.	Bajwa, R. K. (2012)	Indian clothing and textile industry – dream to reality	Research Journal of Humanities and Social Sciences, 3 (3), 378 – 380	ISSN: 0975 - 6795
9.	Bajwa, R. K. (2012)	Brands preference in clothing among college going girls of Chandigarh	Textile Trends, 8, 53 – 55	ISSN: 0040 - 5205
10.	Bajwa, R. K. & Singh, B. (2013)	Supply chain management and its role in green fashion	Gian Jyoti E-Journal, 3 (1), 9 – 18	ISSN: 2250 – 348X
11.	Bajwa, R. K. & Yadav, R. (2013)	Sustaining culture through traditional dance costumes	Textile Trends, 3, 35 – 39	ISSN: 0040 - 5205
12.	Bajwa, R. K. (2013)	Excelling in fashion business through promotional tactics	Coherence – A Referred Multi-Disciplinary Journal, 4 (1), 67 – 75	ISSN: 0976 - 5301
13.	Bajwa, R. K.	Women entrepreneurs as driving force in fashion era	IIS University journal Vol 2 (1), pp: 11-14, July 2013	ISSN: 2319 - 5339
14.	Bajwa, R. K. & Yadav, R. (2014)	A study of folk dances of Maharashtra	South Asian Anthropologist, 14(1), 25-33	ISSN: 0257 - 7348

**Books Published**

S.No.	Name of the Author/Authors	Title	Publisher	IBSN No.
1.	Bajwa, R. K. (2013)	Traditional costumes of India	Abhishek Publications, Sector – 17 C, Chandigarh.	ISBN: 978-81-8247-60-4,

**Publications in Books**

S.No.	Name of the Author/Authors	Title of the paper	Name of the book (page no.)	Publisher, IBSN No.
1.	Bajwa, R. K. & Sodhi, P. (2011)	Fashion retailing – A panoptic look, 194 – 197	Strategic Management of Business Development: Issues and Prospects	Excel India Publishers, New Delhi, ISBN: 978-93-80697-99-4
2.	Bajwa, R. K. (2012)	Winning consumers through E-tailing of fashion merchandise	Transcending Barriers Towards Business	Bharti Publications, Delhi, ISBN: 978-93-81212-20-2



			Transformation, 279 – 289	
3.	Bajwa, R. K. (2014)	Individual brands - seeking identity, 1, 122 – 127	Issues and perspectives in Brand Management	Research India Publications, Delhi, <b>ISBN: 978-93- 84144-00-5</b>
<b>Other Publications</b>				
<b>Name of the Author</b>		<b>Title of the paper</b>		<b>Other publications</b>
Bajwa, R. K. & Samra, P. (2015)		Designing of casual wear dresses for undergradate college going girls from industrial scrap panels, 99		College Magazine – Pratibimb, 2014-15

**Mrs. Nidhi Duggal**

<b>Other Publications</b>		
<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Other publications</b>
Duggal, N. & Kumari, N. (2015)	Designing an construction of dining table set using patchwork and quilting techniques, 100	College Magazine – Pratibimb, 2014-15

**Mrs. Pratibha Thapa**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1	Sodhi, P. Thapa, P., & Alagh, P. (2011)	Global reflection of fashion industry	Chintan Research Journal, 3, 356-363	<b>ISSN: 2229- 7227</b>
2	Sodhi, P. & Thapa, P. (2011)	Downturn's brunt: indian textile and apparel industry	Asian Journal of Management, 2 (3), 126-132	<b>ISSN: 0976- 495X</b>
3	Thapa, P. & Sodhi, P. (2012)	agro-textiles: Edifying the future	Asian Journal of Human development and Livelihood, 2 (1), 12-18	<b>ISSN: 2250- 3161</b>
4	Sodhi, P. & Thapa, P. (2012)	Sales: A lucrative basket for consumer and shopkeepers	International Journal of Research in Commerce Management, 3 (3), 117-122	<b>ISSN: 0976- 2183</b>
5	Sodhi, P. & Thapa, P. (2012)	Eco-labels: Swing towards green consumerism	Indian Journal of Environmental Studies, 1 (1), 43-51	<b>ISSN: 2278- 8220</b>
6	Thapa, P., & Sodhi, P. (2014)	Reducing water footprint in textile industry	The Indian Textile Journal, 88-91	<b>ISSN: 0019- 6436</b>

**Mrs. Preeti Alagh**

S. No.	Authors	Title of Publication	Name of the Journal/Book	ISSN /ISBN
1	Sodhi, P., Thapa, P., & Alag, P. (2011)	Etheral Home Markets into Perceptible Fashion Entrepreneurships	Indian Journal of Rural and Urban Development, 1 (1), 42-54	ISSN: 2249-7285
2	Sohi, J. & Alagh, P. (2012)	Emerging Trends in Medtech	Purva Mimaansa, 3(1), 14-18	ISSN: 0976-0237
3	Alagh, P. & Sohi, J. (2012)	A study on Surgical Textiles of Meerut and Modinagar	Textile Trends, 55(3), 35-41	ISSN: 0040-5205
4.	Kant, R. & Alagh, P. (2015)	Extraction of Fiber from Sansevieria Trifasciata Plant and its Properties	International Journal of Science and Research, 4 (7), 2547-2549	e-ISSN: 2319-7064 Impact Factor: 4.438

**Chapter in a Book**

S.No .	Co Authors	Title of Publication	Name of the Journal/Book	ISSN /ISBN
1.	Kant, R. . & Alagh, P. (2015)	Clutch Purse	Inventive Techniques of Refurbishing Discarded Textiles, 82-99	IBSN: 978-93-83316-20-5

**Other Publications**

Name of the Author	Title of the paper	Other publications
Alagh, P. & Kumari, L. (2015)	A study on denim manufacturing units of Ahmedabad (2012-14), 97-98	College Magazine – Pratibimb, 2014-15

**Mrs. Sakshi Sharma**

**Publications in Journals**

S.No.	Name of the Author/Authors	Title of the paper	Name of the Journal (Vol., issue, page no.)	ISSN No.
1.	Verma, C. & Sharma, S. (2012)	Creation of dupattas with color blending	Textile Trends	ISSN: 0040-5205
2.	Anila & Sharma, S. (2013)	High performance carbon fibers & their properties	The Indian Textile Journal,	ISSN: 0019-6436

			123 (9), 85-88	
3.	Anila & Sharma, S. (2013)	Unconventional textiles in India – banana fibres	Colourage, 10, 33-36	ISSN: 0010-1826

**Mrs. Anila**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Co Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Sohi, J. & Anila (2012)	Designing of Men's formal ecofriendly kurtas.	Textile Trends, 55 (6), 37-39	ISSN: 0040-5205
2.	Anila & Sharma, S. (2013)	High Performance carbon fibers and their properties	The Indian Textile Journal, 123 (9), 85-88	ISSN: 0019-6436
3.	Anila & Arora, S. (2013)	Designing and construction of household linens inspired from turkish motifs using screen printing.	Textile Trends, 56, (8), 45-47	ISSN: 0040-5205
4.	Anila & Sharma, S. (2013)	Unconventional textiles in India-banana fibres	Colourage, 59 (10), 33-36	ISSN: 0010-1826
5.	Anila & Saini, R. (2012)	Designing of men's ties and scarves with silk painting techniques.	Colourage, 59 (10), 49-52	ISSN: 0010-1826
6.	Anila & Kaur, M. (2013)	Indian technical textile industry the sunrise industry.	Colourage, 60 (1) 80-82	ISSN: 0010-1826

**Mrs. Heena Narang**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Co-Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1	Narang, H & Dewan, S. (2013)	Fabricating master pieces: Designing and construction of quilt covers using patchwork	Textile Trends, 56 (8), 55-59	ISSN: 0040-5205

**Mrs. Manpreet Kaur**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Bajwa, R. K. & Kaur, M. (2010)	Creating innovative layette	Diviner: A Research Journal of Humanities and Social Sciences, 7 (2), 170-176	<b>ISSN:</b> 0973 - 8320
2.	Anila & Kaur, M. (2013)	Indian technical textile industry the sunrise industry.	Colourage, 60 (1), 80-82	<b>ISSN:</b> 0010-1826

**Department of Foods and Nutrition:**

**Prof. Nirupa Marwaha**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
	Vanaja, K., Marwaha, N., & Soni, B. (1989)	A study of the dietary pattern of the women probables of the IX Assian games in training camps at NIS, Patiala.	Indian Journal of Sports Sciences, 1 (1), 45-53	
1	Kaur, B., Talwar, I. & Marwaha, N. (2012)	Body mass index and other measures of obesity among punjabi adolescent boys and girls in Chandigarh.	Anthropology and Society: Issues and Applications. Ch 13. pp 156-163. Eds. Talwar et al.	<b>ISSN:</b> 81-7211-307-2 978-81-7211-307-0
2	Kaur, B., Marwaha, N. & Sharma, P. (2014)	Growth trends and nutritional status of low socio-economic girls aged 6-15 years of Chandigarh	Coherence, 5 (1), 310-326	<b>ISSN:</b> 0976-5301

<b>Other Publications (Review Papers)</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title</b>	<b>Name of the Source e.g. Conference, magazine, news paper etc (page no.)</b>	<b>ISSN No.</b>
1	Vanaja, K., & Marwaha, N. (1981)	Effect of different methods of cooking and processing on certain anti nutritional factors of some common Indian pulses	Research Bulletin Panjab University, 1981	
2	Marwaha, N.	Healthy eating for healthy	Magazine Mera Pind	

	(2013)	living.	Punjab	
3	Marwaha, N. (2015)	Benefits of plant and marine omega-3 fatty acid, 6-9	College magazine Pratibimb, 2014-15	

**Dr. Madhu Kaul**

<b>Publications in Journals</b>				
<b>Sr No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Kaul, M. , Chhibber, S. , Saxens, M. & Vadehra, D.V. (1986)	Antimicrobial activity of spice oils	Indian Journal of Medical Microbiology, 4, 73-75.	
2.	Kaul, M. & Bajwa, M. (1987)	Effect of heat and natural fermentation on trypsin inhibitor and haemagglutinins of black gram	The Indian Journal of Nutrition & Dietetics, 24, 40-44	
3.	Kaul, M. & Aggarwal, G (1988)	Microbial load of common 'chat' products	The Indian Journal of Nutrition & Dietetics, 197-199	
4.	Kaul, M. & Vadehra, D.V. (1988)	Gas Production by human faecal microflora from Indian pulses	Indian Journal of Microbiology, 28 (4), 325-327	
5.	Kaur, J., Kaul, M., Chibber, S. (1988)	Enterotoxigenicity, klebocinogeny and antibiotic resistance pattern of food isolates of klebsiella pneumoniae	Folia Micobiologica 33, 500-506	
6.	Kaul, M. & Goyal, R. (1988)	A Microbiological study of the hygiene maintained in day care centers of Chandigarh with special reference to contamination with E. Coli	The Indian Journal of Nutrition & Dietetics 35, 339-343	
7.	Kaul, M., Pabley, S., & Chhibber, S. (1989)	Virulence of Escherichia coli isolated from raw meat, food handlers and equipment Of meat shops	World Journal of Microbiology & Biotechnology 6, 7-9.	
8.	Kaul, M. & Taneja, N. (1989)	A note on the Microbial quality of selected spices	Journal of Food Science Technology (1989), Vol. No. 3 P 169-170	
9.	Kaul, M. , Chhibber,	Sensitivity of klebsiella	Indian Journal of	

	S. , Goel, A. & Vadehra, D.V. (1989)	pneumoniae strains to two sets of klebocin producers	Microbiology, 29 (2), 161-163	
10.	Kaul, M. & Hamsa Nandini, C.M. (1994)	A microbiological survey of the hygiene maintained in girls hostel kitchens with special reference to E.coli	Research Bulletin Of the Panjab University, 44 ( I-IV), 221-226.	
11.	Kaul, M. & Ghuliani, A. (1995)	Contamination of weaning foods and transmission of E.coli in causation of infantile diarrhea in low income group in Chandigarh	Indian Paediatrics, 32, 539-542	
12.	Kaul, M. & Dhir, M. (1996)	Antiflatus effect of spices on E.Coli in the presence of split pulses	Applied Nutrition, 21 (2), 25-27	
13	Kaul, M. , Kaur, S. , Wadhwa, S. & Chhibber, S. (1996)	Microbial contamination of weaning foods	Indian Journal Pediatrics, 63, 879-85	
14.	Kaul, M., Sam, E. & Chibber, S. (1996)	Preservative – mediated changes of the surface properties of escherichia coli	Folia Microbiologica 41(2), 159-164	
15.	Kaul, M. & Kapoor, S. (1999)	Efficiency of household water filters on bacteriological quality of drinking water in Chandigarh	The Indian Journal of Nutrition & Dietetics, 36, 484-489	
16	Kaul, M. & Aggarwal, A. (2000)	A bacteriological study of milk and milk products (khoa, paneer, curd) sold by sweet shops in Chandigarh	Applied Nutrition, 25 (1 & 2), 42-50	
17.	Kaul, M. & Mahajan, N. (2004)	A bacteriological study of milk shakes and packed flavoured milks sold by Shops in Chandigarh	The Indian Journal of Nutrition & Dietetics, 41, 174-179	
18.	Kaul, M. & Bansal, N. (2004)	A bacteriological study of the hygiene maintained in school canteens of Chandigarh	The Indian Journal of Nutrition & Dietetics, 41, 352-357	

		with special reference to E. Coli		
19.	Kaul, M. & Chahal, I. (2007)	Microbial load of freshly prepared betel quid (Pan) sold by various shops and vendors in Chandigarh	Research Reach: Journal of Home Science, 6 (2), 22-28,	
20.	Kaul, M. & Kaur, I. (2008)	Microbiological study on the mung and chana sprouts grown in the lab and sprouts retailed in shops of Chandigarh	Indian Journal of Nutrition & Dietetics, 45, 290-297	
21.	Kaul, M. & Kaur, L. (2011)	A bacteriological Study of Cold served food in food shops and Restaurants of Chandigarh	Indian Journal of Nutrition and Dietetics, 48, 208-213	<b>ISSN:</b> 0022-3174
22.	Kaul, M. (2014)	Role of counselling in improving the practices followed in child day care centers	Coherence, 5 (1), 139-144	<b>ISSN:</b> 00976-5301
23.	Kaul, M. & Kaur, G (2014)	A bacteriological study of mid day meals served and hygiene practices maintained in various creches of Chandigarh	Indian Journal of Applied Research, 4 (9), 42-44	<b>ISSN:</b> 2249-555X <b>Impact Factor:</b> 2.16
24.	Kaul, M. & Jain.S (2014)	A bacteriological study of food served at various hostels of Chandigarh with special reference to E.Coli	Indian Journal of Applied Research, 4 (11), 34-36	<b>ISSN:</b> 2249-555X <b>Impact Factor:</b> 2.16
25.	Saxena, G. & Kaul, M. (2014)	A bacteriological study of Food served at various Bus Stands of Chandigarh and Nearby places with Reference to E-coli	International Journal of Education and Science Research, 1(1), 25-29	<b>ISSN:</b> 2348-6457 <b>Impact Factor:</b> 1.24
<b>Other Publications</b>				
<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Other publications</b>		
Kaul, M. & Jain, S. (2015)	A bacteriological study of food served as various hostels of	College Magazine – Pratibimb, 2014-15		



	Chandigarh: With special reference to E.Coli, 87-88	
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**Mrs. Monica Malik**

<b>Publications in Journals</b>				
<b>Sr. No.</b>	<b>Name of the CO Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Malik, M. & Singh, K. (2015)	Dietary habits in relation to anemia among adolescent girls in slum areas of Chandigarh	Alleviation: an International Journal of Nutrition, Gender & Social Development	<b>ISSN:</b> 2348 – 9340
2.	Malik, M. & Singh, K. (2014)	Impact of nutritional knowledge among male employees of organized and unorganized sectors of Chandigarh	International Journal of Food and Nutritional Sciences	<b>ISSN:</b> 2320-7876 <b>Impact Factor:</b> 1.02
3.	Malik, M. & Singh, K. (2014)	Treatment burden on type 2 diabetics taking medication orally, injectably and both the modes	International Journal of Nutrition and Agriculture Research, 1(1), 10 – 19,	<b>ISSN:</b> 2393-9540.
4.	Mahajan, R., Malik, M., Bharathi, A.V., Lakshmi, P. V. M., Patro, B. K., Rana, S. K. & Kumar, R. (2013)	Reproducibility and validity of a quantitative food frequency questionnaire in an urban and rural area of northern India	National Medical Journal of India, 26 (5)	
5.	Malik, M. & Singh, K. (2014)	Prevalence and awareness of anemia among adolescent girls in slum area of Chandigarh	Coherence, National, Annual and Multi Disciplinary Journal of DAV College for Girls, Yamunanagar	<b>ISSN:</b> 0976-5301
6.	Malik, M. & Singh, K. (2015)	Impact of FDI on nutritional knowledge: A comparative study between males of organized and unorganized sector	Department of Commerce and Management, Govt. P.G.College, Dharamshala (H.P)	
<b>Other Publications</b>				
<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Other publications</b>		

Malik, M. (2015)	International women's day-relevant or redundant!, 18-19	College Magazine – Pratibimb, 2014-15
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**Dr. Ritu Pardhan**

<b>Publications in Journals</b>				
<b>S. No</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Pradhan, R. (1998)	Weight gain during pregnancy- a key factor in prenatal and infant mortality.	Indian Pediatrics, 35, 1250-1251	<b>ISSN:</b> 0019-6061
2.	Pradhan, R. & Umesh, K., Tandon, M. (1999)	Status of iodine deficiency in selected hill districts of Uttar Pradesh- a pilot study	Indian Journal of Maternal and Child Health, 2, 24-27	<b>ISSN:</b> 0970-8928
3.	Pradhan, R., Umesh, K., Tandon, M., Pathak, P. & Dwivedi, S.N. (1999)	Micronutrient deficiency disorders amongst pregnant women in urban slum communities of Delhi.	Indian Pediatrics, 36, 983-989	<b>ISSN:</b> 0019-6061
4.	Pradhan, R., Umesh, K., Tandon, M., Pathak, P., Dwivedi, S. N., Seshadri, S., Swami, SS., Beena, Mathur, BP., Sharma, T.D., Kahna, K., Raghuvanshi, R.S., Tandon, M. (1999)	Validation of spot testing kit in the assessment of iodine content of salt - a multicentric study.	Indian Pediatrics, 37 (17), 182-186	<b>ISSN:</b> 0019-6061
5.	Pradhan, R. & Umesh, K. (1999)	Integrated child development services scheme (ICDS) and its impact on the nutritional status of children in India and recent initiatives.	Indian Journal of Public Health, 43 (1), 21-25	<b>ISSN:</b> 0019-557X
6.	Pradhan, R. (1999)	Current status of iodine deficiency disorders control programme	Indian Pediatrics, 36, 206-208	<b>ISSN:</b> 0019-6061
7.	Pradhan, R. & Umesh, K. (2000)	Integrated child development services scheme (ICDS) in India: Its activities, present status and future strategy to reduce malnutrition.	Journal of Indian Medical Association, 98(9), 559-571	<b>ISSN:</b> 0019-5847
8.	Pradhan, R. & Umesh, K. (2000)	Dietary iodine requirements for Indians for prevention of iodine	Pediatrics Today, 3 (7) 494-498	<b>ISSN:</b> 1840296

		deficiency disorders.		8
9.	Pradhan, R. & Umesh, K. (2002)	Vitamin A deficiency: Its consequences and management.	The Antiseptic, 99 (9), 317-323	ISSN: 0003-5998
10.	Pradhan, R. & Choudhry, M. (2003)	Status of iodine deficiency disorders in urban school children of Udaipur, Rajasthan,	Indian Pediatrics, 40 (17), 406-409	ISSN: 0019-6061
11.	Pradhan, R., Umesh, K. & Singh, P. (2004)	Reproducibility and validity of the food frequency questionnaire in a rural block of Haryana, India.	Pakistan Journal of Nutrition, 3(1), 35-37	ISSN: 16805194
12.	Pradhan, R. & Umesh, K. (2010)	Role of micronutrients in breast cancer.	Indian Journal of Maternal and Child Health, 12 (2)	ISSN: 0970-8928
13.	Pradhan, R., Umesh, K. & Tyagi, M. (2010)	Pattern of chronic diseases amongst obese children.	Indian Journal of Maternal and Child Health, 12 (2)	ISSN: 0970-8928
14.	Pradhan, R. & Umesh, K. (2010)	Epidemiology and health consequences of overweight and obesity.	Indian Journal of Maternal and Child Health, 12 (2)	ISSN: 0970-8928
15.	Pradhan, R. (2013)	Functional Foods	Nutrition News and Views. Half Yearly News letter of Indian Dietetic Association, Chandigarh Chapter, 10 (2)	ISSN: 2394-8035
16.	Pradhan, R. (2013)	A to Z sources of antioxidants.	Nutrition News and Views. Half Yearly News letter of Indian Dietetic Association, Chandigarh Chapter, 10 (1)	ISSN: 2394-8035
17.	Pradhan, R. & Bano, H. (2014)	Assessment of level of psycho social stress and its effects on nutritional status and risk of development of dyslipidemia in working men.	Coherence, 5 (1)	ISSN: 0976-5301
18.	Pradhan, R. & Jain, E. (2015)	Nutritional status of elderly living in government and private old age homes of Chandigarh: A comparative study.	Coherence, 6 (1)	ISSN: 0976-5301.
19.	Pradhan, R. & Malik, M. (2015)	Role Of Branched Chain Amino acids (BCAAs) in Liver disorders. in	Nutrition News and Views. Half Yearly News letter of Indian	ISSN: 2394-8035

			Dietetic Association, Chandigarh Chapter, 12 (2)	
20.	Sareen, N. & Pradhan, R. (2015)	Need for neonatal screening program in India: A national priority.	Indian Journal of Endocrinology and Metabolism, 19 (2), 204-220	ISSN: 2230- 8210.

**Publications in Books**

S.No.	Name of the Author/Authors	Title of the Chapter	Name of the book (page no.)	Publisher , ISBN No.
1	Sareen, S. , Pradhan, R. & Umesh, K. (2015)	Current status of integrated child development services programme and future strategies. Chapter 37.2 pg 992.	Textbook of Pediatrics By Mathur GP, Mathur S and Faridi MMA, Published by CBS Publishers & Distributors	ISBN: 97881239 23079

**Other Publications**

Name of the Author	Title of the paper	Other publications
Pradhan, R. (2015)	Functional foods, 29-31	College Magazine – Pratibimb, 2014-15
Pradhan, R. & Suri, S. (2015)	Assessment of dietary habits, nutritional status and risk of development disordered eating among late adolescents (18-22 years) of Chandigarh, 84-86	College Magazine – Pratibimb, 2014-15

**Dr. Uttara Singh**

**Publications in Journals**

S.No.	Name of the Author/Authors	Title of the paper	Name of the Journal (Vol., issue, page no.)	ISSN No.
1.	Singh, U., Singh, V. & Biswas, S.K. (2007)	Study on bio-chemical properties of spices sold in Kanpur city.	Journal of Home Science Research Link, 43, 6 (8), 107-109	ISSN: 0973-1628
2.	Singh, U., Kochhar, A. & Singh, S. (2011)	Blood glucose lowering potential of some herbal plants.	Journal of Medicinal Plants Research, 5(19), 4691-4695.	ISSN: 1996-0875
3.	Singh, U. & Singh, S. (2012)	Management of nutrition in children and adolescents suffering with diabetes.	Indian Journal of Science, 1(1), 40-46.	ISSN: 2319-7730
4.	Singh, U. & Kochhar, A. (2012)	Effect of supplementation of bael ( <i>Aegle marmelos</i> L.) and nutrition counseling on blood glucose, lipid profile and	International Journal of Green & Herbal Chemistry, 1(3), 284-295	ISSN: 2278-3229

		blood pressure of non-insulin dependent diabetics.		
5.	Singh, U., Kochhar, A. & Boora, R. (2012)	Proximate composition, available carbohydrates, dietary fibres and anti-nutritional factors in bael ( <i>Aegle marmelos</i> L.) leaf, pulp and seed powder.	International Journal of Scientific and Research Publication, 2(3), 1-4	<b>ISSN:</b> 2250-3153
6.	Singh, U. & Singh, S. & Singh, H. (2012)	Selenium: Health benefits.	Sodha Pravaaha, 2(1), 74-79.	<b>ISSN:</b> 2231-4114
7.	Singh, U., Kochhar, A. & Singh, S. (2012)	Therapeutic potential of anti-diabetic nutraceuticals.	Phytopharmacology, 2(2), 1-26.	<b>ISSN:</b> 0975-9328
8.	Singh, U. & Singh, S. (2013)	Post menopausal osteoporosis: Treatment with nutraceuticals.	Journal of Drug Discovery and Therapeutics, 1(5), 65-67.	<b>ISSN:</b> 2320 – 4230,
9.	Singh, U. & Singh, S. (2013)	Efficacy of supplementation of bael ( <i>Aegle marmelos</i> L.) and nutrition intervention on vitamins content of the non-insulin dependent diabetics.	Indian Journal of Applied Research, 3 (5), 522-524	<b>ISSN:</b> 2249-555X
10.	Singh, U. & Kochhar, A. (2013)	Impact of nutrition education on anthropometric and knowledge, attitudes and practices (KAP) score on nutritional status of non-insulin dependent diabetics.	Journal of Human Ecology, 41(2), 157-163	<b>ISSN:</b> 0970-9274
11.	Singh, U. & Kochhar, A. (2013)	Efficacy of supplementation of bael ( <i>Aegle marmelos</i> L.) and nutrition counseling on food and nutrient intake of the non-insulin dependent diabetics.	Food Science Research Journal, 4(1), 55-59	<b>ISSN:</b> 0976-1276
12.	Singh, U. (2014)	Zinc in relation to type 1 and type 2 diabetes: An overview.	Journal of Applied and Natural Science, 6 (2).	<b>ISSN:</b> 898 – 903
13.	Singh, U. & Singh, S. (2014)	Crohn's Disease: A Gastrointestinal Disorder.	Asian Journal of Home Science, 9(1), 327-329	<b>ISSN:</b> 0976-8351
14.	Singh, U. (2015)	Benefits from foods beyond basic nutrition.	Indian Journal of Pharmaceutical Science & Research, (4), 212-219.	<b>e-ISSN:</b> 2248-9126 <b>Print</b>

				<b>ISSN:</b> 2248-91185
<b>15.</b>	Singh, U. (2015)	Swine flu and its management.	World Journal of Pharmacy and Pharmaceutical Sciences, 4 (05), 335-337.	<b>ISSN:</b> 2278 – 4357
<b>Books Published</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title</b>	<b>Publisher</b>	<b>ISBN No.</b>
<b>1.</b>	Singh, U. (2015)	Laboratory manual on “Therapeutic Care”	<b>Star publication, Agra</b>	<b>978-93-81426-35-1</b>
<b>Publications in Books</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the book (page no.)</b>	<b>Publisher, ISBN No.</b>
<b>1.</b>	Singh, U. (2014)	Gastrointestinal disorders: treatment with natural flora.	Nutraceuticals and functional foods: natural remedy, chapter 20, 443-455	<b>ISBN:</b> 978-1-62948-783-0, NOVA Science publishers, Inc., New York
<b>Other Publications (Review Papers)</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title</b>	<b>Name of the Source e.g. Conference, magazine, news paper etc (page no.)</b>	<b>ISSN No.</b>
<b>1.</b>	Singh, U. & Singh, H (2011)	Bael Fruit ( <i>Aegle marmelos</i> ): A medicinal plant.	Jigyasa, 4(4), 322-327	<b>ISSN:</b> 0974-7648
<b>2.</b>	Singh, U. & Kochhar, A. (2011)	Metabolic syndrome and its relation with dietary fibers.	Proceeding of the Indian National Science Academy, 77(1), 69-77.	<b>ISSN:</b> 0369-8211
<b>3.</b>	Singh, U., Kochhar, A. & Singh, S. (2010)	Complex carbohydrates: Their effect in human health.	Proceeding of the Indian National Science Academy, 76(2), 81-87.	<b>ISSN:</b> 0369-8211
<b>4.</b>	Singh, U., Verma, D. & Singh, S. (2013)	Mahila swavlamban ke liye aavashyak uttam swasthya.	Purvanchal Kheti, NDUAT, Faizabad, 24-26	
<b>5.</b>	Singh, U., Kushwaha, S., & Chawala, P. (2011)	Vegetable greens in diet offer multi-benefits: PAU expert.	Punjab Agricultural University Magazine of Farming.	

**Dr. Bhavneet Kaur**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Name of the Author/Aut hors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
<b>1</b>	Kaur, B. , Talwar ,I. & Marwaha, N. (2012)	Body mass index and other measures of obesity among Punjabi adolescent boys and girls in Chandigarh.	Anthropology and Society: Issues and Applications. Ch 13. pp 156-163. Eds. Talwar et al.	<b>ISBN:</b> 81-7211-307-2 978-81-7211-307-0
<b>2</b>	Kaur, B., Talwar, I. & Varinder (2011)	Growth trends in morphological traits and fat patterning pattern during adolescence among Rajput boys of Kullu valley	Indian Journal of Anthropology and Human Genetics, 30 (1), 183-200.	<b>ISSN:</b> 0378-8156
<b>3</b>	Kaur, B. , Marwaha, N. & Sharma, P. (2014)	Growth trends and nutritional status of low socio-economic girls aged 6-15 years of Chandigarh	Coherence, 5 (1), 310-326	<b>ISSN:</b> 0976-5301
<b>4</b>	Kaur, B. , & Talwar , I. (2014)	Covariates of obesity among affluent khatri boys and girls of Chandigarh aged 11 to 17 years.	International Journal of Food and Nutritional Sciences	<b>ISSN:</b> 2320-7876 <b>Impact Factor :</b> 1.021
<b>Other Publications</b>				
<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Other publications</b>		
Kaur, B. & Arora, D. (2015)	Study of dexa scan recording, bone health and nutritional status of osteoporotic and normal post menopausal females of Chandigarh	College Magazine – Pratibimb, 2014-15		



**Mrs. Namrata Sethi**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Sethi, N. (2014)	Eating disorder in Adolescents-A review	Coherence , 5 (1)	
2.	Sethi, N., Singh, K., & Gaggat, U. (2014)	Standardization, organoleptic evaluation and biochemical evaluation of recipes using oats and flax seed	International Journal of Food and Nutritional Sciences, 3(1)	<b>ISSN:</b> 2320-7876
<b>Publications in Books</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the book (page no.)</b>	<b>Publisher, ISBN No.</b>
1.	Sethi, N., Singh, K., & Gaggat, U. (2015)	Standardization and nutritive value south Indian recipes using oats and flax seed	Hospitality and modern industry: Modernization, innovation and opportunities	<b>ISBN:</b> 978-93-83316-29-8
<b>Other Publications</b>				
<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Other publications</b>		
Sethi, N. (2015)	10 commandments of weight, 50-51	College Magazine – Pratibimb, 2014-15		

**Department of Human Development and Family Relations:**

**Dr. Sudha Katyal**

<b>Publications in Journals</b>				
<b>Sr.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No. Impact factor</b>
1.	Sahni, S. & Aggarwal, S. (1987)	Associate factors effect of intervention on the cognitive abilities of the anganwadi children –Haryana Agricultural	Haryana Agricultural University Journal of Research, 17 (1), 93-98	<b>ISSN:</b> 0379-4008
2.	Sahni, S. & Aggarwal, S. (1988)	Impact of intervention programme on knowledge and skill of Anganwadi workers in providing pre – school	Haryana Agricultural University Journal of Research, 18	<b>ISSN:</b> 0379-4008

		education.	(1), 75-79	
3.	Malik, A. & Katyal, S. (1991)	A comparative study of frustration in daughters of working and non working mothers.	Asian Journal of Psychology and Education, 7-8, 13-17	ISSN: 0971-2909
4.	Katyal, S. and Bindra, H. (1994)	What make students excel.	Social Welfare, 41 (4)	
5.	Katyal, S. and Dhar., A. (1995)	Impact of intelligence, test anxiety and self concept on academic achievement.	Asian Journal of Psychology and Education, 28 (7-8)	ISSN: 0971-2909
6.	Katyal, S. & Bindra, H. (1995)	Academic achievement; Some determinants.	Indian Psychological Review, 44 (9-10), 25-29.	
7.	Katyal, S. & Monika (1996)	Hurried child – A head start in the rat race	Social Welfare, 43 (6)	
8.	Bector, S. & Katyal, S. (1998).	Attentive parents have considerate kids.	Social Welfare, 45 (7), 35	
9.	Katyal, S. & Bector, S (1999)	Old people are happiest in the family.	Social Welfare, 45 (11)	
10.	Katyal, S. & Vasudeva, P. (1999)	Academic stress as related to parental attitudes and parental aspirations.	Personality Study and Group Behavior, 19, 41	
11.	Katyal, S. & Yadav, R. (1999)	An ideal father – perceptions of school children.	Personality Study and Group Behavior, 19, 113	
12.	Katyal, S. & Neelam (2000)	Role of perceived parental disciplinary practices in nurturing the personality of children.	Personality Study and Group Behavior, 20, 97	
13.	Katyal, S. & Vasudeva, P. (2001)	Gender differences in academic stress and its correlates.	Personality Study and Group Behaviour, 21, 31	
14.	Katyal, S. & Ded, S. (2001)	Anxiety, security – insecurity and dependence proneness in children staying in homes and orphanages: A comparative study.	Personality Study and Group Behaviour, 21, 63	
15.	Katyal, S. &	Emotional intelligence for	Social Welfare, 51	

	Awasthi, E. (2004)	success in life.	(5)	
16.	Katyal, S. & Awasthi, E. (2005)	Gender differences in emotional intelligence among adolescents of Chandigarh.	Journal of Human Ecology, 17(2)	<b>ISSN:</b> 0970-9274
17.	Katyal, S. & Nirwani, R. (2005)	A Comparative study of delinquency prone and non-delinquency prone adolescents with regard to self concept, emotional maturity and personality.	Indian Journal of Applied Psychology, 42, 34 – 38.	<b>ISSN:</b> 00194247
18.	Katyal, S. & Awasthi, E. (2005)	Gender differences in emotional intelligence and its correlates.	Personality Study and Group Behaviour, 24,135-142.	
19.	Katyal, S. & Arora, V. (2005)	Academic stress as related to achievement motivation and study habits & attitudes among adolescents studying in 3 different streams—Science, Commerce & Humanities	Personality Study and Group Behaviour, 25	
20.	Katyal, S. & Awasthi, E. (2006)	Effect of personal and family characteristics on emotional intelligence among adolescents	Pakistan Journal of Social & Clinical Psychology, 4 (1-2), 53	<b>ISSN:</b> 1727-4931
21.	Khurana, A., Katyal, S. & Marwaha, R.K. (2006)	Psychosocial burden in Thalassaemia.	Indian Journal of Pediatrics, 73(10), 877-880	<b>ISSN:</b> 0973-7693
22.	Katyal, S. & Nirwani, R. (2007-2008)	Intercorrelation among self concept, emotional maturity and personality among adolescents.	Personality Study and Group Behaviour, 27-28	
23.	Katyal, S. & Kaur, C. (2009-10)	Burnout among doctors working in Government and Private hospitals of Chandigarh and Mohali.	Personality Study and Group Behaviour, 29-30, 143	
24.	Katyal, S. (2010)	Life stress and family environment as related to marital adjustment in working & non- working women.	Indian Journal of Health and Wellbeing, 1(1-2), 12-17	<b>ISSN:</b> 2229-5356
25.	Katyal, S., Singh,	Marital adjustment and life	Indian Journal of	<b>ISSN:</b> 2229-

	N. & Kaur, J. (2011)	stress as related to family environment of female customer care executives working in call centres.	Health and Wellbeing, 2 (2), 273-276	5356
26.	Katyal, S., Jain, M. & Dhanda, B. (2011)	A comparative study of job stress and type of personality of employees working in nationalized and non-nationalized banks.	Journal of Psychology, 2 (2), 115-118	
27.	Katyal, S. & Dureja, A. (2011-12)	Burnout as related to general health and social support in male employees of non-nationalized banks.	Personality Study and Group Behaviour, 31-32, 123 - 130	
28.	Katyal, S. & Dhillon, R. K. (2012)	General health and social support among male and female employees working in non-nationalized banks.	Indian Journal of Health and Wellbeing, 3 (1), 157-159	<b>ISSN:</b> 2229-5356 <b>Impact Factor:</b> 0.47
29.	Katyal, S., Singh, N. & Goel, S. (2012)	Perceived problems of adolescents in Government & public schools.	Indian Journal of Health and Wellbeing, 3 (2), 494-496	<b>ISSN:</b> 2229-5356 <b>Impact Factor:</b> 0.47
30.	Singh, N., Katyal, S., & Verdhan, V. (2013)	Study of parenting styles and wellbeing.	International Journal of Multidisciplinary Educational Research, 2, 11 (1), 167-180	<b>ISSN:</b> 2277-7881 <b>Impact Factor:</b> 2.735 <b>ICV:</b> 5.16
31	Singh, N., Katyal, S., & Verdhan, V. (2013).	Parenting encouragement and adolescent's temperament.	International Journal of Multidisciplinary Educational Research, 2, 13(1), 199-213	<b>ISSN:</b> 2277-7881 <b>Impact Factor:</b> 2.735 <b>ICV:</b> 5.16

**Other Publications**

Name of the Author	Title of the paper	Other publications
Katyal, S. & Sharma, N. (2015)	Juvenile delinquency: Emerging issues and concerns in 21st century, 11-14	College Magazine – Pratibimb, 2014-15
Katyal, S. & Sharma, N. (2015)	Resilience and its determinants in adolescence living in slums of Chandigarh, 88-89	College Magazine – Pratibimb, 2014-15

**Dr. Reetinder Brar**

<b>Publications in Journals</b>				
<b>S. No</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No. Impact factor</b>
1	Brar, R. (2013)	Coping strategies and parental attachment as predictors of academic stress in adolescents.	International Journal of Humanities and Social Science Invention, 2, 47-51	<b>ISSN:</b> 2319-7722, <b>p-ISSN:</b> 2319-7714 <b>Impact Factor:</b> 1.756, <b>h-index:</b> 10
2	Brar, R., Kaur, J. & Sharma, I. (2013)	Mental Health of Elderly as related to their Well Being and Self Esteem.	International Journal of Humanities and Social Science Invention, 2, 54-57	<b>e-ISSN:</b> 2319-7722, <b>p-ISSN:</b> 2319-7714 <b>Impact Factor:</b> 1.756, <b>h-index:</b> 10
3	Brar, R. & Rathi, R. (2013)	Mental health of elderly as related to their adjustment and social support.	International journal of Engineering and Social Science, 3, 1-6	<b>ISSN:</b> 2249-9482 <b>Impact Factor:</b> 4.604, <b>ICV:</b> 5.27
4	Brar, R. (2013)	Coping strategies, attachment and social support in adolescents in relation to their academic stress.	International journal of education and management studies, 4, 402-406.	<b>ISSN:</b> 2231-5632
5	Bhatnagar, N. & Brar, R. (2014).	Marital power structure: A comparative study of decision making in working and non working woman.	International Journal of Positive Psychology, 4, 486-490	<b>ISSN:</b> 2229-4937
6	Brar, R. & Kaur, R.R (2015)	Suicide ideation in abused women as related to their depression.	International Journal of Humanities and Social Science Invention	<b>e-ISSN:</b> 2319-7722, <b>p-ISSN:</b> 2319-7714 <b>Impact Factor:</b>

				<b>1.756, h-index: 10</b>
7	Brar, R. & Saluja, A. (2015)	Self Esteem of substance abusers and non abusers belonging to public schools of Delhi	International Journal of Humanities and Social Science Invention	<b>e-ISSN:</b> 2319-7722, <b>p-ISSN:</b> 2319-7714 <b>Impact Factor:</b> 1.756, <b>h-index: 10</b>

**Books Published**

S.No.	Name of the Author/Authors	Title	Publisher	IBSN No.
1	Brar, R. & Bhardwaj, P.	Depression: In adolescents	Lambert Academic Publishing Heinrich-Böcking-Str. 6-8, 66121, Saarbrücken, Germany	<b>ISBN:</b> 978-3-659-22133-0
2	Brar, R. & Saluja, A.	Drug abuse in adolescents	Lambert Academic Publishing Heinrich-Böcking-Str. 6-8, 66121, Saarbrücken, Germany	<b>ISBN:</b> 978-3-659-69318-2

**Publications in Book**

S.No.	Name of the Author/Authors	Title	Name of the Source e.g. Conference, magazine, news paper etc (page no.)
1	Brar, R. & Wadhwan, V. (2014)	Psychological well being: The looming crisis, depression among adolescent as related to their family environment and self perception of their problems. P- 150-154.	<b>ISBN:</b> 978-81-929260-0-1

**Other Publications**

Name of the Author/Authors (Year of Publication)	Title of the paper	Other publications
Brar, R. (2015)	Making life of the elderly worth wise, 32-34	College Magazine – Pratibimb, 2014-15
Brar, R. & Kaur, M. (2015)	Family environment and academic stress of substance abusers and non abusers in public schools of Chandigarh, 89	College Magazine – Pratibimb, 2014-15

**Dr. Jagjivan Kaur**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Kaur, J (2013)	'Parent adolescent perception of child rearing practices in defense officer's families in India	International Journal of Humanity And Social Science Invention, 1 2, (11), 17-25	<b>p-ISSN:</b> 2319-7714 <b>e-ISSN:</b> 2319-7722 <b>Impact Factor:</b> 1.756, <b>h-index:</b> 10
2.	Kaur, J. (2013)	Parent adolescent perception of family environment in defense officer's families in India'	Research Journal of Sociology, 1 (1), 1-9	<b>ISSN:</b> 2347-8241
3.	Brar, R. & Kaur, J. (2013)	Mental health of elderly as related to their well being and self esteem,	International Journal of Humanity And Social Science Invention, 2 (11), 54-57	<b>p-ISSN:</b> 2319-7714 <b>e-ISSN:</b> 2319-7722 <b>Impact Factor:</b> 1.756, <b>h-index:</b> 10
4.	Kaur, J (2014)	Adolescents perception of parenting as related to family environment in defense officer's families in India	International Journal of Scientific and Engineering Research, 5 (2)	<b>ISSN:</b> 2229-5518 <b>Impact Factor:</b> 4.604 <b>ICV:</b> 5.27
5.	Kaur, J. & Pandit, N. (2014)	Anxiety and Depression in parents of children with impairments	International Journal of Scientific & Engineering Research, 5 (9)	<b>ISSN:</b> 2229-5518 <b>Impact Factor:</b> 4.604 <b>ICV:</b> 5.27
6.	Kaur, J. & Singh, M. (2014)	Awareness and usage of design software amongst students of Chandigarh College of Architecture	International Journal of Technical Research and Applications	<b>ISSN:</b> 2320-8163, <b>p-ISSN</b> 2321-7332 <b>Impact Factor:</b> 3.39, <b>ICV:</b> 5.79
<b>Books Published</b>				
<b>Name of the Author/Authors</b>	<b>Title</b>	<b>Publisher</b>	<b>IBSN No.</b>	
Kaur, J. (2014)	Parenting in Indian defence officers'	Lambert Academic Publishing Heinrich-Böcking-Str. 6-8,	<b>ISBN:</b> 978-3-659-	



	families"	66121, Saarbrücken, Germany	68825-6
<b>Other Publications</b>			
<b>Name of the Author/Authors (Year of Publication)</b>	<b>Title of the paper</b>	<b>Other publications</b>	
Kaur, J. (2015)	Celebrating Daughters, 35	College Magazine – Pratibimb, 2014-15	
Kaur, J. & Pandit, N. (2015)	Anxiety and depression among parents of children with impairments, 89-90	College Magazine – Pratibimb, 2014-15	

**Dr. Ravneet Chawla**

<b>Publications in Journals</b>				
<b>S.No</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Bajwa, R. K. & Chawla, R. (2011)	Ecofriendly textiles and ecolabelling-Essential for survival	Textile Review, 6 (4)	<b>ISSN:</b> 0974 - 2530
2.	Chawla, R. & Guru, J.(2012)	Identifying areas for intervention among Under-17 national players.	International Journal of Fitness & Exercise Science	<b>ISBN:</b> 978-81-302-0141-2
3.	Chawla, R. (2014)	Adjustment problems among eleventh and twelfth graders : A comparative analysis.	Indian Journal for Health and Family Well Being, 5, 305-310	<b>p-ISSN:</b> 2229-5356 <b>e-ISSN:</b> 2321-3698
4.	Chawla, R. & Seth, S. (2014)	Impact of academic anxiety, study habits and attitudes on high and low achievers.	International Journal for Education and Management Studies, 4(1), 12-17	<b>p-ISSN:</b> 2231-5362 <b>e-ISSN:</b> 2321-36
5.	Preetika and Chawla, R.(2015)	My life my way! The proactive coping among urban elderly: Case studies of elderly in Chandigarh, India.	International Journal of Social Sciences Review, 3(2), 184-189.	<b>ISSN:</b> 2347-3797
6.	Chawla, R (2015)	Affluence versus poverty as indicators of vulnerability reported in select cases	IAHRW International Journal of Social Sciences Review (In press)	<b>ISSN:</b> 2347-3797

7.	Chawla, R (2015)	Mental health and family dynamics of under privileged children	Indian Journal of Health & Wellbeing (in press)	<b>ISSN:</b> 2229-5356
8.	Chawla, R. & Kaur, A. (2015)	Interpersonal acceptance rejection as predictor of happiness among adolescents	International Journal for Education and Management Studies (in press)	<b>p-ISSN:</b> 2231-5362 <b>e-ISSN:</b> 2321-36

**Publications in Book**

<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title</b>	<b>Name of the Source e.g. Conference, magazine, news paper etc (page no.)</b>
<b>1</b>	Chawla, R (2012)	Optimism as a way of life: Case study on three young girls, 103-114	Youth and Positivism Excel India Publishers, New Delhi <b>ISBN:</b> 978-93-82062-14-1
<b>2</b>	Chawla, R (2015)	Make in India. Appreciating and preserving vision of Indian thinkers and in-house practices. A case study of Human Development and Family Relations departmental practices, 136-151	Make in India: Destination made in India New Delhi: Bharti Publisher <b>ISBN:</b> 978-93-85000-34-8

**Other Publications**

<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title</b>	<b>Name of the Source e.g. Conference, magazine, news paper etc (page no.)</b>
1.	Chawla, R. & Awasthi, P. (2011)	Physical exercise promoting self confidence, study habits and attitude, 260-263	Conference preceding in Physical education: the key for holistic interdisciplinary collaboration, ISBN: 978-81-92410-0-8
2.	Chawla, R (2013)	Thankfulness...from etiquette to a joyful bliss	PsyInsight ISSN No. 0976-7487
3.	Chawla, R (2015)	Memories of Shanghai-What a city !, 36-37	College Magazine – Pratibimb, 2014-15
4.	Chawla, R (2015)	Assessing the need for premarital counseling among the young adults, 90-91	College Magazine – Pratibimb, 2014-15

**Mrs. Neelam Kumari**

<b>Other Publications</b>			
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title</b>	<b>Name of the Source e.g. Conference, magazine, news paper etc (page no.)</b>
1.	Kumari, N. (2015)	Our aspiration and our possibility, 38-39	College Magazine-Pratibimb, 2014-15
2.	Kumari, N. & Goel, M. (2015)	Perceived attitude towards honor killing – a comparative study among men and women of schedule case category, 91	College Magazine-Pratibimb, 2014-15

**Dr. Neha Sharma**

<b>Publications in Journals</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the Journal (Vol., issue, page no.)</b>	<b>ISSN No.</b>
1.	Sharma, N. (2011)	Status of women in Gaddi Tribe: A brief profile.	Hyphen: An International Journal of Interdisciplinary Studies in Literature, Art & Culture, 2 (11), 145-159	<b>ISSN:</b> 0975-2897
2.	Sharma, N. & Gulati, J.K.(2012)	Individual attributes as indicators of happiness among rural adolescents living in socio-economic hardship.	European Journal of Social Sciences, 34, 150-161	
3.	Sharma, N. & Gulati, J. K. (2012)	Contextual factors as predictors of happiness among rural adolescents living in socio-economic hardship.	Indo-Indian Journal of Social Science Researches, 8 (1). 59-67	<b>ISSN:</b> 0975-1343
4.	Sharma, N. (2012)	Moral judgement and adolescents.	Research Link. 97(A), 11 (2), 97-99	<b>ISSN:</b> 0973-1628
5.	Sharma, N. & Gulati, J.k.(2014).	Self-esteem and Social support as predictors of happiness among adolescents living in socio-economic hardship	Asian Journal of Home Science, 9 (2), 402-408	<b>p-ISSN:</b> 0973-4732 <b>e-ISSN:</b> 09768351 NAAS Score: 2.98

6.	Sharma, N. & Gulati, J. K. (2015).	Gender differences in happiness, self-esteem and personality traits in adolescents living in socio-economic hardship.	International Journal of Home Science, 1(1), 18-25	<b>ISSN:</b> 2395-7476
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**Publications in Books**

S.No.	Name of the Author/Authors	Title of the paper	Name of the book (page no.)	Publisher, ISBN No.
1.	Sharma, N. (2014)	Life skills for adolescent girls- Bridging the gap	Developmental prospects of life skills.	Chandigarh: Mohindra Publishing House Edited Book.

**Other Publications**

S.No.	Name of the Author/Authors	Title	Name of the Source e.g. Conference, magazine, news paper etc (page no.)
1.	Sharma, N. (2015)	Missing daughters, 43-44	College Magazine-Pratibimb, 2014-15
2.	Katyal, S. & Sharma, N. (2015)	Juvenile delinquency – Emerging issues and concern in 21 <sup>st</sup> century, 11-4	College Magazine-Pratibimb, 2014-15

**Dr. Narinder Singh**

**Publications in Journals**

S. No	Author/ Authors	Title of the paper	Name of the Journal (Vol., issue, page no.)	ISSN No.
1.	Singh, N. & Sharma, V. (2007)	Imagery intervention for enhancing sport confidence and intrinsic motivation of volleyball players.	Journal of sports and Sport Sciences, 30 (2), 26-35.	<b>ISSN:</b> 0970-7557
2.	Singh, N. (2007)	Sport performance in relation to coping styles.	Indian Journal of Sport Science & Physical Education, 26 (1), 43	<b>ISSN:</b> 0971-0140
3.	Singh, N., Sharma, V., & Dhiman, C. (2008)	Quality of life and self-esteem in relation to alcoholism and sport participation.	Indian Journal of Sport Science and Physical Education, 17, 25-39.	<b>ISSN:</b> 0971-0140
4.	Singh, N. (2009)	Sport performance in relation to trait anxiety.	Journal of Movement Education and	---

			Sports, 1, 67-72	
5.	Singh, N. & Sharma, V. (2009).	Impact of imagery intervention on flow state and performance of the football Players.	Journal of Sports and Sports Sciences, 32 (1), 5-13	ISSN: 0970-7557
6.	Mohan, V., Singh, P., & Singh, N. (2009)	Aggressiveness and hostile attribution bias.	Diviner: A Research Journal of Humanities and Social Sciences, 6 (1), 181-187	ISSN: 0973-8320
7.	Singh, N., Singh, P., & Sharma, V. (2009).	Aggression as a function of sport participation, gender, & height.	Journal of Sports and Sports Sciences, 32 (3), 5-13	ISSN: 0970-7557
8.	Singh, N., Yadav, R., Dhiman, C., Sangwan, D. (2011)	Relationship between age, job stress, and job satisfaction.	International Journal of Education & Management Studies, 1 (1), 30-32	ISSN: 2231-5632
9.	Singh, N., Yadav, R., Dhiman, C., & Singh, G. (2011)	Adolescent depression in relation to cognitive distortion and parental bonding.	Journal of Mental Health and Human Behaviour, 16 (2), 80-87	ISSN: 0974-8990
10.	Katyal, S., Singh, N. Kaur, J. (2011)	Marital adjustment & life stress as related to family environment of customer care executives working in call centres.	Indian Journal of Health & Wellbeing, 2(2), 273-276	ISSN: 2229-5356
11.	Katyal, S., Singh, N. Goel, S. (2012)	Perceived problems of adolescents in government and public schools.	Indian Journal of Health & Wellbeing, 3 (2), 494-496	ISSN: 2229-5356 <b>Impact factor</b> 0.47
12.	Singh, N., Katyal, S., & Verdhan, V. (2013)	Study of parenting styles and wellbeing.	International Journal of Multidisciplinary Educational Research, 2, 11 (1), 167-180	ISSN: 2277-7881 <b>Impact factor</b> : 2.735 <b>ICV</b> : 5.16
13.	Singh, N., Katyal, S., & Verdhan, V. (2013).	Parenting encouragement and adolescent's temperament.	International Journal of Multidisciplinary Educational Research, 2, 13 (1), 199-213	ISSN: 2277-7881 <b>Impact factor</b> : 2.735, <b>ICV</b> : 5.16
14.	Singh, N. & Jaswal, A. (2014)	Juvenile justice: A relook	International Journal of Multidisciplinary Educational	ISSN: 2277-7881 <b>Impact factor</b> : 2.735

			Research, 3, 9 (3), 102-121	<b>ICV: 5.16</b>
<b>15.</b>	Singh, N., Yadav, R., & Aggarwal, P. (2014)	Patterns of working memory deficits and attention deficits among children with dyslexia.	International Journal of Multidisciplinary Educational Research, 3, 10 (1), 18-27	<b>ISSN: 2277- 7881 Impact Factor: 2.972</b> ICV: 5.16
<b>16.</b>	Singh, N., Dalal, P., & Singh, H. (2015)	Types of women's image portrayed in TV serials.	International Journal of Multidisciplinary Educational Research, 4, 4 (4), 83-92	<b>ISSN: 2277- 7881 Impact Factor : 2.972</b> ICV: 5.16
<b>17.</b>	Singh, S., Singh, L., & Singh, N. (2015)	Study of personality traits and perceived stigma among drug abusers and no-abusers	International Journal of Multidisciplinary Educational Research, 4, 8 (2), 72-84	<b>ISSN: 2277- 7881 Impact Factor : 2.972</b> <b>ICV: 5.16</b> <b><a href="#">ISIV : 2.286</a></b>
<b>18.</b>	Singh, N., Singh, S., & Singh, J. (2015)	Emotional disturbances and discrimination experienced by dyslexic children	International Journal of Humanities and Social Sciences, 5 (9),	<b>p-ISSN: 2220- 8488 e-ISSN: 2221-0989</b> <b>Impact Factor: 2.7367; ICV: 3.0; NAAS Rating:3.19</b>
<b>19.</b>	Singh, S., Singh, L., & Singh, N. (2015)	Impact of loneliness and family environment among multiple drug abusers and non-drug abusers	International Journal of Research in Economics and Social Sciences, 5(8), 28-34	<b>ISSN: 2249- 7382 Impact Factor : 5.545</b>
<b>20.</b>	Singh, N., & Singh, S., (2015)	Depression among adolescence as a function of parental bonding and social support	International Journal in Management and Social Sciences, 3 (9), 1-9	<b>ISSN: 2321- 1784 Impact Factor: 3.259</b>

**Books/Manual Published**

<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title</b>	<b>Publisher</b>	<b>IBSN No.</b>
1.	Singh, N., Thakur, N., Kapoor, T. (2015)	Manual of Aptitude Battery for Career Counselling	Parsadpsycho Corporation, New Delhi	In Press

**Publications in Books**

<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the book (page no.)</b>	<b>Publisher, IBSN No.</b>
<b>1.</b>	Singh, N. &	Imagery intervention	In <i>Positive Health</i>	New Delhi:

	Sharma, V. (2007).	for enhancing intrinsic motivation, concentration & performance of football players.	<i>Psychology</i> , ed. A. Yadava & N. R. Sharma, 113-127.	Global Vision Publishing House, India. <b>ISBN:</b> 81-8220-195-0
2.	Sharma, V. & Singh, N. (2009).	Spiritual path.	In A. Husain (Eds), <i>Twenty-First Century Psychology: Spiritual perspectives</i> . 131-141	New Delhi: Global Vision Publishing House. <b>ISBN:</b> 978-81-8220-864-1
3.	Singh, N. (2014).	Positive sport psychology.	In the edited book <i>Positive psychology: In the light of Indian traditions</i> , ed. S. Saini, 232-240.	New Delhi: Ideal Publishing Solutions. <b>ISBN:</b> 13:978-81-920053-9-3

**Other Publications**

S.No.	Name of the Author/Authors	Title	Name of the Source e.g. Conference, magazine, news paper etc (page no.)
1.	Singh, N. & Sharma, V. (2009).	Conflict resolution strategies.	In <i>Violence, peace, &amp; conflict resolution</i> (pp. 99-102).
2.	Singh, N. (2011).	Female foeticide and infanticide.	<i>PsyInsight</i> , 2 (2 & 3), 23. ISSN No. 0976-7487
3.	Dhiman, C. & Singh, N. (2011).	How to enhance marital satisfaction.	<i>PsyInsight</i> , 2 (5), 11. <b>ISSN:</b> 0976-7487
4.	Singh, N. (2015)	Poem entitled "Bahar", 61	In College Magazine Pratibimb, 2014-15
5.	Singh, N. (2015)	Positive parenting skills, 41-43	In College Magazine Pratibimb, 2014-15
6.	Singh, N. & Dalal, P. (2015)	Entitled "Dharawahik dekh hinsak hue mahilayen" (Women got aggressive by watching serials)	Research findings published in Danik Jagran News Paper, Chandigarh Pull Out page, dated 12/10/2015



**Department of Family Resource Management**

**Mrs. Sushil**

<b>Other Publications</b>		
<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Other publications</b>
Sushil (2015)	Rejuvenate your home, 16-17	College Magazine – Pratibimb, 2014-15

**Dr. Rupinder Ghuman**

<b>Publication in journals /Books/ magazines etc.</b>				
<b>Sr. No.</b>	<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Name of the Journal</b>	<b>ISSN No.</b>
1	Kaur, R. (2013)	Money management practices of young married couples of Chandigarh	International Journal of Humanities & Social Sciences, 1	<b>ISSN:</b> 2320-9224
2	Kaur, R. (2013)	A study of saving and Investment Pattern of young married couples of Chandigarh	Apex research general of Humanities and social sciences	<b>ISSN:</b> 2319-1430

**Mrs. Savita Vashisht**

<b>Other Publications</b>		
<b>Name of the Author/Authors (Year of Publication)</b>	<b>Title of the paper</b>	<b>Other publications</b>
Vashisht, S. (2015)	The importance of self-esteem, 20-22	College Magazine – Pratibimb, 2014-15
Vashisht, S. (2015)	Kalam-A-Chuninda, 65	College Magazine – Pratibimb, 2014-15

**Mrs. Ranjana Sharma**

<b>Other Publications</b>		
<b>Name of the Author</b>	<b>Title of the paper</b>	<b>Other publications</b>
Sharma, R. (2015)	Triphla a magical herbal formula, 22-23	College Magazine – Pratibimb, 2014-15

## Dr. Rajesh Biswas

Publications in Journals				
S. No	Name of the Author/Authors (Year of Publication)	Title of the paper	Name of the Journal (Vol., issue, page no.)	Impact factor/h-factor/ICV/ISSN No.
1.	Biswas, R. (2001)	Analytical Aspects of Biological Stains in Sexual Offences, 32-34	Proceedings: Continuing Medical Education Programme Sexual Offences (Medico-legal and Social Perspective at Department of Forensic Medicine, government Medical College Hospital, Sector 32, Chandigarh,	
2.	Biswas, R. (1992)	Role of aquaculture in rural development in India, B.U.R.A., news letter.	Bhupal University Research Association News letter (4), 5-6	
3.	Biswas, R. (1993)	Prospect of fresh water prawn culture in India	Bhupal University Research Association News letter, 5	
4.	Biswas Rajesh & Qureshi T. A. (1993)	Larval development of a fresh water prawn <i>Macrobrachium dayanum</i> (Henderson) reared under laboratory conditions.	Pakistan Journal of Zoology, 25 (3), 227-233.	
5.	Biswas, R. & Qureshi T.A. (1993)	Length weight relationship and condition factor of the fresh water prawn <i>Macrobrachium dayanum</i> from Betwa River Madhya Pardesh.	Bionature 13 (1) : 56-59	
6.	Biswas, R. & Qureshi T. A. (1993)	Brain neurosecretory system of the fresh water prawn <i>Macrobrachium dayanum</i> (Henderson, 1893),	Indian J. Applied & Pure Biol. 8 (2) : 91-95	ISSN: 0970-2091
7.	Biswas Rajesh & Qureshi T.A. (1994)	Larval rearing of major fresh water prawn species under synthetic sea water.	Journal of Inland Fisheries, 26 (I) 1994: 77-82	
8.	Biswas, R. &	Annual reproductive cycle of	Naturalia 19: 131-147	

	Qureshi T.A. (1994)	the fresh water prawn, <i>Macrobrachium dayanum</i> (Henderson, 1893).		
9.	Biswas, R. & Tiwari, K.K. (1997)	Amphibians of Bhopal division of Western Madhya Pradesh and prospects of their culture, 80-86	Current and Emerging Trends in Agriculture (Editor : P.C. Thomos)	
10	Rajiv Giroti, Biswas, R. and Mukherjee, K. K. (2002)	Restriction fragment length polymorphism and polymerase chain reaction-HLA DQA1 and polymarker analysis of blood samples from transfused patients.	American Journal of Clinical Pathology, 118, 382-387	<b>ISSN: 0002-9173 Impact Factor: 2.514</b>
11.	Biswas, R. and Giroti, R. (2002)	HLA-DQA1 and polymarker loci allele frequencies in the bharias, a primitive Indian tribal population from Patalkot, India.	Journal of Forensic Sciences, 47-4, 916-917	<b>e-ISSN: 1556-4029</b>
12.	Biswas, R. and Rajiv Giroti (2002)	Allele frequencies of D1S80 locus in the bharias, a primitive Indian tribal population from Patalkot, India.	Journal of Forensic Sciences, 47-6, 1403-1404	<b>e-ISSN: 1556-4029</b>
13.	Biswas, R. and Biswas, K. (2003)	A study on polymorphism at short tandem repeat (STR) loci D16S539, D7S820 and D13S317 on the bharias, a primitive indian tribal population from Patalkot, India.	Journal of Forensic Sciences, 48(4), 906-907	<b>e-ISSN: 1556-4029</b>
14.	Mukherjee, K.K. and Biswas, R. (2004)	Short tandem repeat (STRs) and sex specific amelogenin analysis of blood samples from neurosurgical female transfused patients	Journal of Clinical Forensic Medicine, 12, 10-13	1752-928X <b>Impact Factor: ISSN:</b>
15.	Biswas, R. & Kakoli Biswas	An alternate method to isolate genomic DNA from plants without using liquid N <sub>2</sub> .	Current Science, 100 (11)	<b>ISSN: 0011-3891 Impact Factor: 0.931</b>
16.	Monika Malik & Biswas, R. (2011)	Anemia & nutrition: knowledge attitude and practice of peri-urban adolescent girls of Chandigarh.	Biospectrum, 10-11 (1-4)	
17.	Biswas, R., Biswas, K. & Kapoor, A. (2013)	Authentication of herbal medicinal plant- <i>boerhavia diffusa</i> l. using PCR-RFLP.	Current Trends in Biotechnology Pharmacy, 7(3), 725-731.	<b>ISSN: 22307303, 09738916</b>

18.	Biswas, R. & Biswas, K. (2013)	identification of medicinal plants by PCR-RFLP in dasamula-an ayurvedic drug.	Journal of Pharmaceuticals and BioSciences, 3, 94-99.	ISSN: 2321-0125 Impact Factor: 0.997
19.	Biswas, R. & Biswas, K.. (2014)	DNA molecular marker based authentication of herbal drugs-a review.	International Journal for Pharmaceutical Research Scholars, 3 (I-1,; 581-593.	ISSN: 2277-7873 Impact Factor: 1.0285
20.	Biswas, R., Biswas, K., Bansal ,S. D., & Shrawan, K. S. (2014)	A study of human Kallikrein-2 gene polymorphism with special reference to prostate cancer patients in India.	Molecular Cytogenetics, 7 (Suppl 1), 4.	Impact Factor: 2.36
21.	Biswas, R. Negi,P. & Biswas, K. (2014)	Novel low cost culture media “KFA and KFA plus” for micropropagation of <i>mentha</i> sps.	International Journal of Current Microbiology and Applied Sciences, 3 (4), 172-182.	ISSN: 2319-7706 Impact Factor: 2.015
22.	Biswas, R. & Laufer, H. (2015)	Feedback regulation of methyl farnesoate synthesis by mandibular organ of cray fish.	International Journal of Applied and Natural Sciences, 4 (2), 17-24.	p-ISSN: 2319-4014; e-ISSN: 2319-4022 Impact Factor: 2.9
23.	Biswas, R. Biswas, K. & Mukherjee, K.K. (2015)	15 STR loci and sex specific amelogenin analysis of blood samples from female patients receives massive blood transfusion using ABI310 genetic analyzer.	International Journal of Applied and Natural Sciences, 4 (2), 25-35.	p-ISSN: 2319-4014; e-ISSN: 2319-4022 Impact Factor: 2.9
24.	Biswas, K. Biswas, R. Sharma, N., & Gupta, N. (2015)	Effect of various carbon sources and concentration on in vitro growth and antioxidant property of <i>lilium asiatic</i> plant.	International Journal of Neo Sciences, 2(1)	In Press

**Mrs. Mona Soin**

<b>Publications in Journals</b>				
S. No	Name of the Author	Title of the paper	Name of the Journal (Vol., issue, page no.)	ISSN No.
1.	Soin, M. (1994)	Aspect ratio of heavy iron tracts in mica CR-39 plastic	Indian Journal of Pure and Applied Physics, 32, 364-367	
<b>Other Publications</b>				

Name of the Author	Title of the paper	Other publications
Soin, M. (2015)	Role of physics in daily life, 27-28	College Magazine – Pratibimb, 2014-15

**Mrs. Seema Jaitly**

Other Publications		
Name of the Author/Authors (Year of Publication)	Title of the paper	Other publications
Jaitly, S. (1989)	Female figure – Important aspect of art	Magazine entitled “TRIGART”
Jaitly, S. (1991)	The importance of Bhava in art	Magazine entitled “TRIGART”
Jaitly, S. (2015)	Art in daily living (In press)	PsyInsight ISSN No. 0976-7487

**Mrs. Shabana Gandhi**

Publications in Journals				
S.No.	Name of the Author/Authors	Title of the paper	Name of the Journal (Vol., issue, page no.)	ISSN No.
1.	Gandhi, S. (2009)	Economic clouds of financial crisis 2009 on developing countries and the need for green lining	Diviner- A research Journal of Humanities and Social sciences, 6 (1)	ISSN: 0973-8320
2.	Gandhi, S. (2011)	Microfinance; Challenges and hopes in future	Asian Journal of Management, 2 (2), 81-84	ISSN: 0976-495X
3.	Gandhi, S. (2011)	Progress, performance of self help groups in district Solan in Himachal Pradesh	Research Journal of Humanities and Social Sciences, 1 (2), 60-65	ISSN: 0975-6795
4.	Gandhi, S. and Sharma, N. (2014)	Impact of SHG on the Occupational diversification in the border district of Tarn Taran	National research Journal of Business Economics, 1 (1)	ISSN: 2349-2015
5.	Gandhi, S. (2014)	Lean manufacturing; a way to sustainable environment	Journal of Economics and Development, 10 (2), 103-109	ISSN: 0987-6789

**Dr. Priyanka**

<b>Publications in Books</b>				
<b>S.No.</b>	<b>Name of the Author/Authors</b>	<b>Title of the paper</b>	<b>Name of the book (page no.)</b>	<b>Publisher, ISBN No.</b>
1	Priyanka	Bhartiya cinema mein naari ki bhumika	Bhartiya Cinema aur Naari, 70-71	Nav Bharat Prakashan, Delhi <b>ISBN:</b> 978-93-82119-30-2

**Mr. Navtej Singh**

<b>Other Publications</b>		
<b>Name of the Author/Authors (Year of Publication)</b>	<b>Title of the paper</b>	<b>Other publications</b>
Singh, N. (2015)	A smart phone with smart operating system: Android, 23-24	College Magazine – Pratibimb, 2014-15

**ANNEXURE VII A**

**Community Outreach and Extension Activities**

**Workshops, Talks, Seminars:**

The college conducts workshops, organizes interactions with experts to disseminate information & sensitize students towards community concerns. Some of the topics discussed are as follows:

- Annual training courses for rural women are conducted through demonstrations, workshops and exhibitions in collaboration with NSS on
  - Healthy eating and living
  - Balanced diet
  - Preparation of low cost nutritious recipes
  - Demonstrations on bakery and confectionery
  - Tie and dye
  - Embroideries
  - Batik and other suitable surface ornamentation techniques
  - Color combinations used in embroidery and garments
- Live demonstrations in various fairs/carnival organized by Chandigarh Administration on extraction of natural dyes from plant waste and eco-friendly dyeing and printing techniques.
- Street plays, sensitization programs, special talks, fun plays on socially relevant issues.
- Psychological testing in Chandigarh Carnival and Rose Festival.
- Activities related to guidance and counseling programs in educational, medical, and rehabilitation institutions.
- Breast Feeding Week and Nutrition Week activities



- Regular campaigns are held to create awareness amongst the student community towards social issues like AIDS, female foeticide, dowry, domestic violence.
- The college regularly conducts blood donation camps, preservation of environment campaigns and tree plantations.
- Students are made aware of health and general issues like anemia, obesity, breast cancer, cervical cancer, stress, nutritional deficiency, consumer rights, and road safety.

**Drives:**

- Pulse Polio Immunization & AIDS Awareness Drives
- Candle light march for HIV-AIDS awareness on World AIDS day
- Rally on female foeticide for rural people
- Awareness on cervical cancer for urban adolescent girls
- Eve Teasing and self-defense for urban adolescent girls
- Awareness on child abuse for the parents of urban school children
- Breast cancer awareness week celebrations with NGO Sahayata by interaction with breast cancer survivors and organizing rallies.
- The college regularly conducts cleanliness drives.

**NSS: Visits & Camps:**

- Visits & camps in adopted village Khuda Ali Sher
- Vigilance awareness week
- Formation of human chain for voluntary blood donation campaign
- Communal Harmony Week
- Pulse Polio Immunization campaign
- Sensitizing lecture on heritage of Chandigarh
- Heritage walk to Capitol Complex

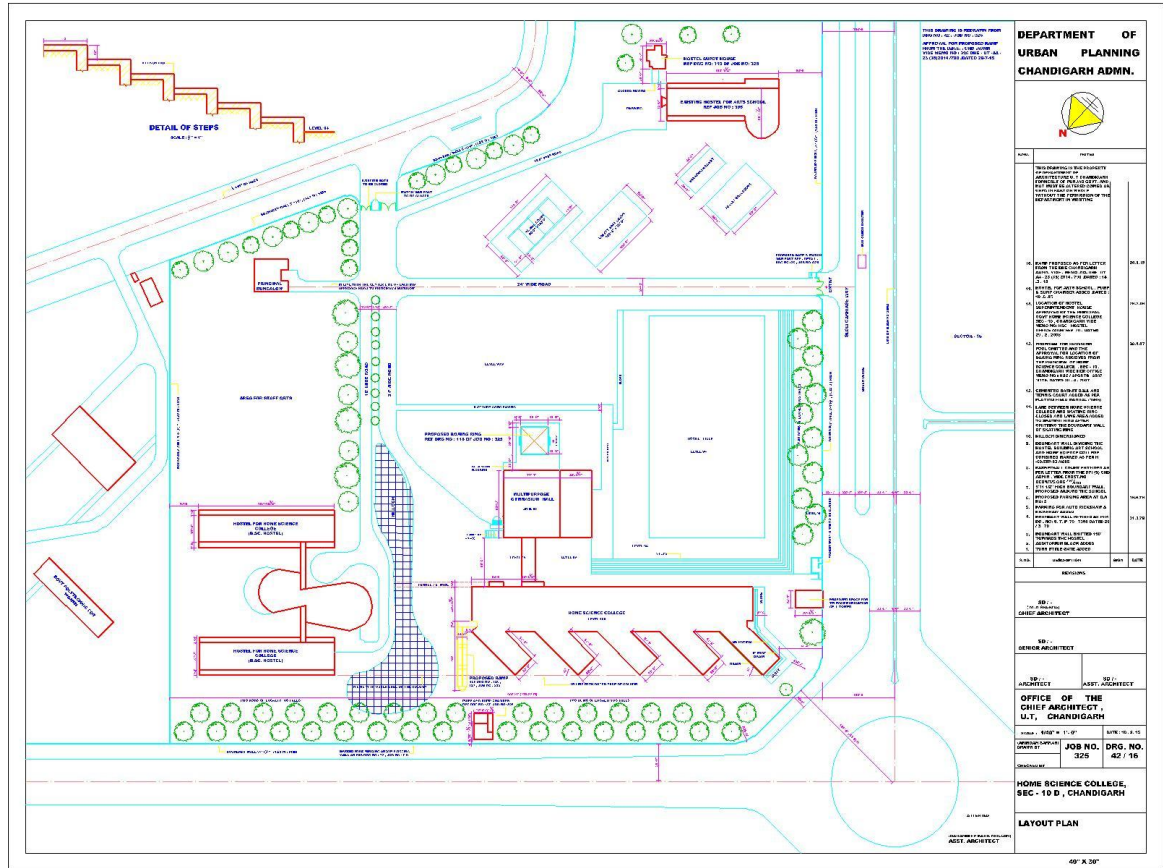
**College & Faculty community outreach initiative:**

- Institutional community outreach initiatives include voluntary blood donation; AIDS awareness; environmental protection; elimination of the social evil - female foeticide.
- The faculty is also linked with various NGOs/associations in community outreach enterprises related to old age homes, specially-abled children; health awareness among destitute and an awareness related to healthy eating

**Collaborative endeavours:**

- In a collaborative gesture, the indoor badminton court is open for use of officers of the Chandigarh Administration in the morning and evening.
- The College hostel houses students of Post Graduate Government College for Girls (PGGCG-11) and Post Graduate Government College (PGGC-11), Sector-11, Chandigarh.

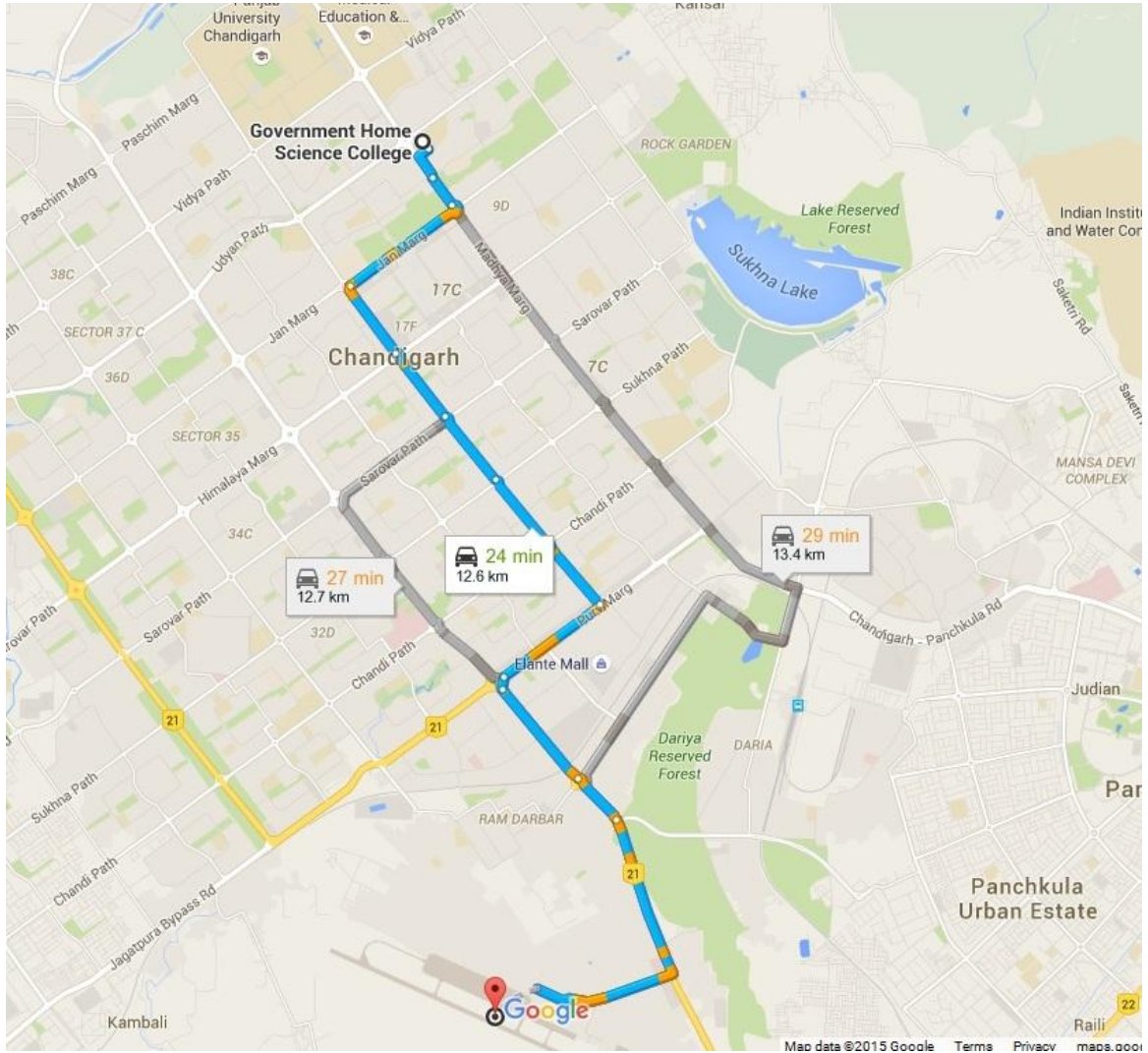
**ANNEXURE VIII:  
INSTITUTIONAL MASTER LAYOUT PLAN**



**ANNEXURE VIII A****Annual Maintenance Contracts (AMC)**

<b>Sr. No.</b>	<b>Name of Work</b>	<b>Amount Spent</b>	<b>Year</b>	<b>Source</b>
1.	AMC of EPABX system (Intercom system)	Rs.15994/-	2012-13	DHE, Chd. Admn.
		Rs.16292/-	2013-14	
		Rs.16292/-	2014-15	
2.	AMC of Fire Extinguishers	Rs.136620/-	2011-12	DHE, Chd. Admn.
		Rs.35438/-	2013-14	
		Rs.28483/-	2014-15	
3.	AMC of Water Coolers and Purifiers	Rs.54000/-	2014-15	DHE, Chd. Admn.
4.	AMC of College Computers	Rs.98900/-	2009-10	DHE, Chd. Admn.
		Rs.98900/-	2010-11	
		Rs.94300/-	2011-12	
		Rs.85000/-	2013-14	
5.	AMC of College Website	Rs.30142/-	2011-12	DHE, Chd. Admn.
		Rs.36848/-	2012-13	
		Rs.36848/-	2013-14	
		Rs.33708/-	2014-15	
		Rs.11798/- 1 <sup>st</sup> Installment (2 <sup>nd</sup> and 3 <sup>rd</sup> Installments due in December 2015 and March 2016)	2015-16	

**Annexure VIII B**  
**ROUTE MAP TO THE COLLEGE**





## ANNEXURE IX

### Academic calendar

#### PANJAB UNIVERSITY, CHANDIGARH

##### Annexure A

**Academic Calendar for the session 2015-16 for the Panjab University Teaching Departments/Regional Centres having Semester system of Examination:**

**Summer Vacation** 25-05-15 To 05-07-15 (42 days)  
Monday Sunday

**Academic Calendar Teaching Departments/Regional Centres of the University Open on** 06-07-15  
Monday

**Admission Schedule**  
Normal Admission for ongoing and new classes(except for those classes in which admission is through PU-CET (U.G & P.G)) 06-07-15 To 13-07-15 (8 days)  
Monday Monday

Late Admission for ongoing classes and new classes) to be allowed by the Chairperson of the University Teaching Department/Regional Centres with late fee of Rs.525/-per student. 14-07-15 To 27-07-15 (14 days)  
Tuesday Monday

Admission for classes through CET tentative 09-07-15  
Thursday

**Teaching starts**  
(i) For ongoing classes 08-07-15  
Wednesday

(ii) For new admission classes (those admitted through PU-CET (U.G & P.G)) tentative 14-07-15  
Tuesday

Late admission in the University Teaching Departments/Regional Centres to be allowed by the Vice-Chancellor with late fee of Rs. 1890/-per student 28-07-15 To 17-08-15 (21 days)  
Tuesday Monday

**(Saturday is Working during normal admission days)**

**Academic Term-I**  
**(a) 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup> & 7<sup>th</sup> semester** 08-07-15 To 21-10-15 (73 Teaching days)  
 Wednesday Wednesday

**Autumn Break** 22-10-15 To 28-10-15 (07 days)  
 Thursday Wednesday

**Academic Term-I(b)** 29-10-15 To 01-12-15 (20 days)  
 Thursday Tuesday

**Total Teaching days of Academic Term I=73+20=93 days**

**End Semester Examinations** 02-12-15 To 19-12-15 (18 days including Saturday)  
 Wednesday Saturday

**Semester vacation (Winter Break)** 21-12-15 To 03-01-16 (14 days)  
 Monday Sunday

**Academic Term-II**  
**2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> & 8<sup>th</sup> semester**

**University reopens after Semester Examination** 04-01-16 To 13-05-16 (87 Teaching days)  
 Monday Friday

**Total Teaching days of Academic Term II=87 days**

**End Semester Examinations** 14-05-16 To 28-05-16 (15 days including Saturday)  
 Saturday Saturday

**Summer vacation (tentative)** 29-05-16 To 05-07-16 (38 days)  
 Sunday Tuesday

**Total Teaching days of academic term I & II =93+87=180 days**

**Note: The Departments/Regional Centres are free to fix the dates of test/Sessionals as per their convenience.**

**Adjustments, if any, in the Semester schedule of certain University Teaching Departments/Regional Centres may be allowed by the Dean of University Instruction in special cases**



**PANJAB UNIVERSITY, CHANDIGARH**

**Annexure B**

**Academic Calendar for the session 2015-16 for the Panjab University affiliated Colleges with Arts, Science & Commerce having annual system:**

<b>Summer Vacation</b>	25-05-15 Monday	To	05-07-15 Sunday	(42 days)
<b>Academic Calendar</b>				
Colleges open on and normal admission for ongoing classes	06-07-15 Monday			
Normal Admission for ongoing and new classes	06-07-15 Monday	To	13-07-15 Monday	(8 days)
Late admission (for ongoing and new classes) to be allowed by the Principal of the Colleges with late fee of Rs.525/- per student.	14-07-15 Tuesday	To	03-08-15 Monday	(21 days)
<b>Teaching starts</b>				
(i) For ongoing classes	09-07-15 Thursday			
(ii) For new admission classes	14-07-15 Tuesday			
Late admission in Panjab University affiliated colleges to be allowed by the Vice-Chancellor with late fee of Rs. 1890/-per student	<u>04-08-15</u> Tuesday	To	<u>18-08-15</u> Tuesday	(15 days)
<b>Academic Term-I</b>	08-07-15 Wednesday	To	21-10-15 Wednesday	(85 Teaching days)
<b>Autumn Break</b>	22-10-15 Thursday	To	28-10-15 Wednesday	(7 days)
<b>Academic Term-II</b>	29-10-15 Thursday	To	19-12-15 Saturday	(41 days)

<b>Winter Break</b>	21-12-15	To	03-01-16	(14 days)
<b>Academic Term-III</b>	04-01-16	To	12-03-16	(56 Teaching days)
	Monday		Saturday	
<b>Annual Practical Exams./Preparatory Holidays</b>	14-03-16	To	01-04-16	(15 days)
	Monday		Friday	
<b>Annual Theory Examination</b>	02-04-16			
	Saturday			
	Onwards			
<b>Summer vacation (tentative)</b>	29-05-16	To	06-07-16	(39 days)

**Total Teaching days of academic term I, II & III=85+41+56= 182 days**



**PANJAB UNIVERSITY, CHANDIGARH**

**Annexure C**

**Academic Calendar for the session 2015-16 for the Panjab University affiliated Colleges with Under Graduate & Post Graduate courses having Semester System:-**

**Summer Vacation** 25-05-15 To 05-07-15 (42 days)  
Monday Sunday

**Academic Calendar**

**Colleges Open on and normal Admission for ongoing Classes** 06-07-15  
Monday

**Admission Schedule**

Normal Admission for ongoing and new classes (except for those classes in which admission is through PU-CET (P.G)) 06-07-15 To 13-07-15 (7 days)  
Monday Monday

Late Admission for, ongoing classes and new classes) to be allowed by the Principal of the College with late fee of Rs.525/- per student. 14-07-15 To 03-08-15 (17 days)  
Tuesday Monday

**Teaching starts**

(i) For ongoing classes 08-07-15  
Wednesday

(ii) For new admission classes (those admitted through PU-CET (P.G)) tentative 14-07-15  
Tuesday

Late admission in Panjab University, affiliated Colleges to be allowed by the Vice-Chancellor with late fee of Rs. 1890/- per student 04-08-15 To 20-08-15 (17 days)  
Tuesday Thursday

**Academic Term-I (a) 1<sup>st</sup> & 3<sup>rd</sup> semester** 08-07-15 To 21-10-15 (85 Teaching days)  
Wednesday Wednesday

<b>Autumn Break</b>	22-10-15 Thursday	To	28-10-15 Wednesday	(07 days)
<b>Academic Term-I(b)</b>	29-10-15 Thursday	To	01-12-15 Tuesday	(25 days)
<b>Total Teaching days of Academic Term I=85+25=110 days</b>				
<b>End Semester Examinations</b>	02-12-15 Wednesday	To	19-12-15 Saturday	( 18 days)
<b>Semester vacation (Winter Break )</b>	21-12-15 Monday	To	03-01-16 Monday	(14 days)
<b>Academic Term-II 2<sup>nd</sup> &amp; 4<sup>th</sup> semester</b>				
<b>Colleges reopens after Semester Examination</b>	04-01-16 Monday	To	13-05-16 Friday	(106 Teaching days)
<b>Total Teaching days of Academic Term II=106 days</b>				
<b>End Semester Examinations</b>	14-05-16 Saturday	To	28-05-16 Saturday	(15 days)
<b>Summer vacation (tentative)</b>	29-05-16	To	06-07-16 Wednesday	(39 days)
<b>Total Teaching days of academic term I &amp; II =110+106=216 days</b>				

**ANNEXURE IX A**

**Annual confidential report proforma**

**ANNUAL PERFORMANCE APPRAISAL REPORT FOR TEACHING STAFF  
OF  
EDUCATION DEPARTMENT, U.T., CHANDIGARH FOR THE YEAR \_\_\_\_\_**

Name of the Institution \_\_\_\_\_

State of Allocation \_\_\_\_\_

**Part-1: Personal Data (To be filled by the official)**

- (i) Name (Capital Letters) \_\_\_\_\_
- (ii) Father's Name \_\_\_\_\_
- (iii) Mother's Name \_\_\_\_\_
- (iv) Spouse's Name \_\_\_\_\_
- (v) Date of Joining in the present post \_\_\_\_\_
- (vi) Post on which Working/Designation \_\_\_\_\_
- (vii) Date of Birth \_\_\_\_\_
- (viii) Qualifications \_\_\_\_\_  
(Post Graduation onwards) \_\_\_\_\_
- (ix) Subject/s \_\_\_\_\_
- (x) Place/s of previous posting Institution \_\_\_\_\_ Period \_\_\_\_\_

**Part-2: Self-Appraisal (To be filled up by the Assistant/Associate Professor)**

- (i) Brief description of duties:

- (ii) Brief explanation of work done from -----to -----  
(Note more than 100 words)

- (iii) Students Performance.

- (a) Results (Session \_\_\_\_\_)

Name of the Examination	Subject Taught	No. of students who appeared	No. of students passed	No. of students obtaining I, II and III Division			College Pass %	Univ. Pass%	Difference (+ or -)
				I	II	III			



(c) Overall assessment of academic competency, i.e. Application of new teaching methods like AV Aids/Internet/Field work/Special talks/ Questions from the students/seminars /Group discussion, etc. \_\_\_\_\_

(d) Details of Academic and Professional progress during the year.  
Research work/Publications/Production, if any \_\_\_\_\_

(i) Details of In-service training \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(ii) Seminars /Workshops/ Conferences Attended/ Organized  
\_\_\_\_\_  
\_\_\_\_\_

(iii) Extra classes for weak students \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(iv) Are you conducting any private tuition/coaching ? \_\_\_\_\_

(e) Contribution in Curricular activities (Admissions/Examinations/Evaluation related activities)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(f) Co-curricular Activities- (other than Curricular Activities)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(g) Any other Achievements

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date :

(Assistant/Associate Professor's Signature)

.....Department, Union Territory, Chandigarh.

**Self Appraisal Form**

The Annual Performance Appraisal Report of the Group A, B and C officers/officials of the Department of .....for the period/ year.....

**Personal Data**

**Part-I**

- 1. Name of the officer/official :
- 2. Date of birth :  
(In words).....
- 3. Post on which working :
- 4. Date of appointment in the Present grade and at present grade :
- 5. Period of absence from the duty during the year (Period of training also be given) :

**Part-2 (Personal Evaluation)**

To be filled by the officer/official, whose report is being written:-

- 1. Brief description of duties:

- 2. Brief explanation of work done from ..... to ..... (not more than 100 words)

Place:  
Date:

Signature  
(whose report is being written)



**Part-3****(Evaluation by Report writing officer/reporting authority)**

(Please read instructions before writing the report)

1. Reporting / Reviewing officer will give numerical grading and gradation (outstanding/very good/good/average) on every point as follows:-

- A) Evaluation of the work done (40% Weightage to be given to this part)

	Maximum Numerical Grading	Numerical Grading and gradation given by Reporting officer	Signature of Reporting officer	Amended gradation by Reviewing officer, if he is not agreed to Column No. 3	Signature of Reviewing Officer
1.	2.	3.	4.	5.	6.
1. Achievements of the allotted subjects	0-8				
2. Whether officer does his work in English	0-8				
3. Efficiency/ quality of work	0-8				
4. Expertise in computer (speed and efficiency)	0-8				
5. Performance in the assigned works (Performance in keeping of Registers & charts, etc.)	0-8				
Over all grading of work done. Grand Total Col. 1 to 5	40				

- B) Evaluation of Individual qualities (30% weightage will be given to this part)

	Maximum Numerical Grading	Numerical grading and gradation given by Reporting officer	Signature of Reporting officer	Amended gradation by Reviewing officer, if he is not agreed to Column No. 3	Signature of Reviewing officer
1.	2.	3.	4.	5.	6.
1. Approach towards work	0-4				
2. Spirit of responsibility	0-4				

3. Ability to discharge the work in time	0-4				
4. Stating ability (ability to give statements)	0-4				
5. Explaining ability	0-4				
6. Ability to work as a team	0-4				
7. To maintain discipline	0-3				
8. Internal mutual relations	0-3				
9. Over all grading on the basis of personal qualities. Grand Total 1 to 8	30				

C) Evaluation of working ability of the officer/official (30% weightage will be given to this part)

	Maximum Numerical Grading	Numerical grading and gradation given by Reporting officer	Signature of Reporting officer	Amended gradation by Reviewing officer, if he is not agreed to Column No. 3	Signature of Reviewing officer
1.	2.	3.	4.	5.	6.
1. Knowledge of rules/Instructions/ procedure and its proper implementation in the field of their work	0-8				
2. Coordination ability	0-8				
3. Ability to initiate (Initiation)	0-7				
4. Efficiency on working of computers	0-7				
Overall grading on the working ability. Grand Total 1 to 4	30				
Total percentile of Numbers received in (A), (B) & (C) of Part-3:	100				

Note: Over all grading will be according to the percentage given in the sign/column against the fixed percentile.

**Part-4 (General)**

- 1. Relations with General Public (where it is applicable) (Please give comments of officer's accessibility to the general public and his responsiveness towards their necessities).

- 2. Training (Training be recommended keeping in view officer's work in future and to bring reforms in his ability of doing the work)

- 3. Condition of Health

- 4. Integrity (comments be given about the Integrity of officer/official)

- 5. Reporting officer will explain in 100 words about the ability & inability, extraordinary achievements, important failures and his behaviour towards weaker section.

- 6. Overall Numerical Grading and Gradation on the basis of weightage given in (A), (B) and (C) in Part-3 of the report.

**Gradation to be given:-**

Place:  
Date:

Signature of the Reporting Officer  
Name: .....  
Designation.....  
at the time of Report

**Part-5**

**Comments of Reviewing Officer:-**

1. Period of work done under Reviewing Officer

2. Are you agree with the gradation of the work done and qualities of the concerned officer/official as given by Reporting Officer in Part-3 & 4 (If not, then record your evaluation against the relevant column in the concerned part and put your signatures)

3. Give reasons, if not agreed? Do you want to add or correct something in that.

4. Remarks of Reviewing Officer (Please explain in 100 words about the over-all qualities, alongwith abilities, inabilities and behaviour towards weaker section)

5. Over-all Numerical Grading and Gradation on the basis of gradation given in (A), (B) & (C) in Part-3 of the report.

**Gradation to be given:-**

Place:  
Date:

Signature of the Reviewing Officer  
Name: .....  
Designation.....  
at the time of Report



**Part-6**

Over all Numerical Grading and Gradation by Accepting Authority on the basis of Numerical Grading and Gradation given in A, B and C in Part-3 reported by Reporting Officer/Reviewing Officer.

**Gradation to be given**

--

Place:  
Date:

Signature of the Accepting Officer  
Name: .....  
Designation.....  
at the time of Report

- Note: 1. If accepting authority intends to make/record any of his comments, he can also do so the same at above given place.
2. The gradation be made in the APAR form on the basis of following percentage:-

Numerical Grading	Gradation
81-100%	Outstanding
61-80%	Very good
51-60%	Good
31-50%	Average
Below 30%	Below Average

**Form of Confidential Report**  
(For Group D officials of Chandigarh Administration)

**Part-1**

1. Name of the official :
2. Father's name :
3. Designation :
4. Period of report :
5. Name & Designation of Reporting Officer :

**Part-2**

6. General Assessment :  
(This includes the overall assessment of the concerned officials' work/conduct & character. It will especially mention about his integrity, punctuality in the office, responsiveness towards discipline and obeying to the orders of officers)
7. Disqualities/Demerits, if any :
8. Eligibility for promotion :
9. Whether official knows English Language :
10. Gradation :  
(Outstanding/ Very good/ Good/ Average/ Below Average)

Signature of Reporting Officer

Name.....

Designation,.....

### Instructions

- (1) Annual Performance Appraisal Report (APAR) is an important document. It provides important information for the next promotion of the official in the career and evaluation of his work. Therefore, the reporting officer and reviewing officer have to fill this form with utmost care and responsibility.
- (2) The Reporting Officer should understand that the motive of the report is development of the officer so that he may recognize his actual ability. It is not an exercise of searching defects/demerits rather a process of development. The reporting officer/reviewing officer has to write report about his over-all personality of the concerned officer and his drawbacks towards work/duty, if any.
- (3) These parts should be filled with proper care & attention and giving proper time. The higher officer easily assumes that whether report filled in casual or superficial manner.
- (4) If reviewing officer is satisfied that reporting officer has filled the report without giving proper care and attention, he shall make the remarks in this context in para-2 of part-4.
- (5) Each reply be given in brief except those where numerical grading be given. The provided place shows the length of the reply/answer. The words and phrases be selected carefully and the reply must properly show the motive of the reporting officer. May use clear and simple language.
- (6) The reporting officer shall give the targets at the start of the year to the officer whose report has to be written. If any officer acquired some new post during the year then these targets be fixed at the time of his possessing the new post. Both the works and targets must be understood clearly to the concerned officer/official.
- (7) However, performance appraisal is an annual exercise but it can be a tool for human resource development. Therefore, the reporting officer should evaluate/review the work at regular intervals and he should take steps to improve it by giving advice etc.
- (8) Each appraiser should try to bring out the real picture of the officer/official, under evaluation, in respect of his performance, conduct, behaviour and potential.
- (9) This evaluation should be limited for the period of performance report of the evaluating officer/official.
- (10) Some posts, having same rank, are more laborious within a cadre. The reporting officer/reviewing officer to give special attention for this while writing the report and to mention the same in the report, if need be.

#### **To give attention while reporting the integrity**

- (A) If the integrity of any officer/official is doubtful, the same may be reported clearly.
- (B) If the integrity of any official is doubtful, his box may be left blank and following action may be initiated:-
  - (1) A separate note be prepared and a confidential action be initiated to record the position to the higher officer in this respect. A report may



- be prepared about the integrity of the concerned officer/official keeping in view the evaluation of his work.
- (2) If it is proved on the basis of above report that the integrity of the officer/official is doubtful, it must be recorded in his report.
  - (3) If the doubt about the integrity is confirmed then these facts have to be conveyed to the concerned officer/official.
  - (4) If during the course of follow-up action neither it is cleared nor it is confirmed about the integrity of the concerned officer/official then his work and conduct may be kept under observation. Necessary action be made as detailed above, on confirmation of the report.

Note:-

Integrity plays an important role in the career of an officer/official, therefore, while filling/writing this column in the confidential report utmost care may be given. For this motive, the reporting officer/ reviewing officer/ accepting officer has to carefully record about the integrity of the officer/official after observing his work, conduct, character and activities to be performed by him so that injustice may not be done with anyone.

**ANNEXURE IX B**  
**Student feedback form**

**Government Home Science College, Sector-10 Chandigarh**

Student Name: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E.Mail ID: \_\_\_\_\_

Academic Session: \_\_\_\_\_

Class: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_

Please take a time to help your teacher to improve herself by filling up the following feedback form as accurately as possible without any type of bias.

Sr. No.	Statements	Average	Good	Very Good	Out Standing
1.	The teacher is punctual				
2.	I am satisfied with style of presentation of the teacher				
3.	Understanding of the subject matter				
4.	The teacher is very much cooperative in class				
5.	Teacher makes the subject/learning more interesting				
6.	The teacher encourage the students to ask question				
7.	Interest/motivation is generated by the teacher				
8.	Overall rating about the teacher				

Additional Comments: Any grievances/suggestions etc. Please feel free to

express: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of the  
Student

AUDIT PARA

2009-12

**Para-1 Retention of Govt. accommodation resulted into loss of Rs. 2.21 lakh**

As per Govt. rules the Govt. accommodation should be vacated by the employee/officer after his/her retirement, so that the same can be allotted to the next eligible employee.

During test check of records of the O/O Govt. Home Science College, Chandigarh it was noticed that Dr. (Mrs.) Rita G Singh, ex-officiating Principal of college was retired on 28.2.2011, but she is retaining the Govt. accommodation situated in college campus till date. As a result of which the said accommodation could not be allotted to the next eligible principals. Had the said officer vacated the accommodation in time, it could be allotted to next officers and HRA paid to them could have been saved. This resulted into loss of Rs. 221216/- in form of HRA paid to the next principals i.e. Mrs. Damandeep (Rs.86148/-) and Mrs. Madhu Nanda (Rs. 135068).

Further it was also noticed that no penal/market rent was being recovered from the said officer who had illegally occupied the Govt. accommodation in College campus. The same may be recovered under intimation to audit.

The matter was brought to the notice of the department vide memo no. 10 dated 31.8.12, no reply was furnished by the department.

Dr. (Mrs.) Rita G. Singh, Ex-Lecturer (looked after the work of Principal) was requested so many times to vacate the official accommodation for Principal i.e. Principal's Lodge after her retirement from Govt. service on attaining age of superannuation i.e. from 28.02.2011, but the repeated reminders issued to her were gone unheeded.

In this regard the Director Higher Education, Chandigarh Administration was also intimated and the DHE reported the matter to the Estate Officer, Chandigarh Administration for eviction of the Principal's Lodge, mean while the Estate Officer declared that Dr. (Mrs.) Rita G. Singh become unauthorized occupation of the Principal's Lodge and passed the Orders vide Memo No. F.39of 2012/Rdr/E.O./2012/661 dated 16.10.2012 under Sub-Section (i) of Section 5 of Public Premises (Eviction of Unauthorized Occupants) Act, 1971 to vacate the said premises within 15 days from the date of publication of this order.

But, the official failed to vacate the Principal's Lodge and further Dr. (Mrs.) Rita G. Singh filed an appeal in Hon'ble District Court against the orders of Estate Officer and the next hearing in the court has been fixed on 18.04.2013.

Final outcome of the case will be informed as & when the case is settled.





**GOVT. HOME SCIENCE COLLEGE, SECTOR-10, CHANDIGARH  
BOTANY DEPARTMENT PLANT RECORD AREA WISE**

<b>COLLEGE BUILDING BACK SIDE AREA</b>			
<b>SR. NO.</b>	<b>NAME OF PLANT</b>	<b>QTY</b>	<b>REMARKS</b>
1	Peepal	02	
2.	Neem	02	
3.	Bamboo	01	
4	Ashoka	12	
5	Arjun	01	
6	Lemon	01	
7.	Gulachin	01	
8.	Ritha	01	
9.	Bael	01	
10	Rudraksh	01	
11	Laxmi Taru	01	
12	Putarnjiva	01	
13	Hibiscus	02	
14	Harsingar	02	
15	Ficus Palm	01	
16	Shagwan	01	
17	Sambaloo	03	
18	Stevia	01	
19	Gauva	05	
20	Shisham	04	
21	Ambla	20	
22	Safeda	11	
23	Silver Oak	13	
24	Beri	01	
25	Jakranda	01	
	<i>Total:</i>	<i>90</i>	

*K. J. Singh*  
Incharge  
Botany Deptt.

GOVT. HOME SCIENCE COLLEGE, SECTOR-10, CHANDIGARH  
BOTANY DEPARTMENT PLANT RECORD AREA WISE

B.Sc. HOSTEL FRONT SIDE GROUND AREA

SR. NO.	NAME OF PLANT	QTY	REMARKS
1	Amla	12	
2.	Guava	23	
3.	Mahua	05	
4	Pomegranate	04	
5	Mango	10	
6	Jamun	05	
7.	Lokat	02	
8.	Harar	01	
9.	Arjun	04	
10	Bahera	10	
11	Amaltas	04	
12	Jack Fruit	01	
13	Sehtoot	02	
14	Jakranda	05	
15	Big Lemon	03	
16	Aadu	01	
17	Pear	01	
18	Gooler	01	
19	Karonda	01	
20	Ashoka	16	
21	Kner Yellow	03	

Total: 114.

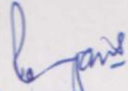


GOVT. HOME SCIENCE COLLEGE, SECTOR-10, CHANDIGARH  
BOTANY DEPARTMENT PLANT RECORD AREA WISE

B.Sc. HOSTEL BACK SIDE GROUND AREA

Sr. No.	Name of Plant	Qty	Remarks
1	Mango	1	
2.	Silver Oak	16	
3.	Sangwan	01	
4	Jamun	01	
5	Neem	03	
6	Simbal	01	
7.	Ahoka	12	
8.	Ixora	02	
9.	Bottle Brush	02	
10	Deg	01	

Total: 40.

  
Incharge  
Botany Deptt.



GOVT. HOME SCIENCE COLLEGE, SECTOR-10, CHANDIGARH  
BOTANY DEPARTMENT PLANT RECORD AREA WISE

PRINCIPAL'S RESIDANCE GROUND AREA			
SR. NO.	NAME OF PLANT	QTY	REMARKS
1	Neem	05	
2.	Mango	08	
3.	Jack Fruit	02	
4	Guava	02	
5	Chikoo	01	
6	Lemon	01	
7.	Jamun	02	
8.	Simbal	01	
9.	Safeda	15	
10	Amaltas	01	
11	Araucaria	01	
12	Bottle Palm	02	
13	Pear	01	
14	Sitafal	01	
15	Sagwan	02	

Total: 45.

GOVT. HOME SCIENCE COLLEGE, SECTOR-10, CHANDIGARH  
BOTANY DEPARTMENT PLANT RECORD AREA WISE

PRADEGROUND AREA			
SR. NO.	NAME OF PLANT	QTY	REMARKS
1	Neem	02	
2.	Cassia	04	
3.	Seerash	02	
4	Papri	02	
5	Peepal	02	
6	Kachnar	15	
7.	Jakranda	02	
8.	Safeda	04	
9.	Silver Oak	03	

Total: 36.

*[Signature]*  
Incharge  
Botany Deptt.

GOVT. HOME SCIENCE COLLEGE, SECTOR-10, CHANDIGARH  
BOTANY DEPARTMENT PLANT RECORD AREA WISE

CANTEEN & NURSERY SCHOOL SIDE AREA			
SR. NO.	NAME OF PLANT	QTY	REMARKS
1	Silver Oak	10	
2	Goolar	02	
3	Neem	02	
4	Sindoor sirki	02	
5	Sagwan	02	
6	Amaltas	01	
7	Searush	01	
8	Mango	04	
9	Jamun	03	
10	Plash	02	
11	Guava	02	
12	Papari	02	
13	Deg	01	
14	Simbal	01	
15	Gulmohar Big size	01	
16	Ficus	07	
17	Gulmohar Small Size	02	
18	Ficus Palm	01	
19	Anjeer	02	
20	Orange small	02	
21	Lagerstromia small	03	
22	Ixora	03	
23	Red Kaner	01	
	Total:	57	

*[Signature]*  
Incharge  
Botany Deptt.

GOVT. HOME SCIENCE COLLEGE, SECTOR-10, CHANDIGARH  
BOTANY DEPARTMENT PLANT RECORD AREA WISE

ASHOKA PLANT GROUND AREA			
SR. NO.	NAME OF PLANT	QTY	REMARKS
1	Ashoka	40	
2.	Cassia	04	
3.	Sembhal	02	
4	Shatoot	02	
5	Letchi	02	
6	Amaltas	14	
7.	Jakranda	07	
8.	Tecoma	10	
9.	Papari	16	
10	Searaush	03	
11	Cassia Big	03	
12	Kadam	01	
13	Sagwan	01	
14	Sombal	02	
15	Pakar	01	
16	Gulmohar Big	01	
17	Kaner ( Red)	02	
18	Lagerstromia	16	
19	Chandani	03	

Total: 130.

In Charge  
Botany Deptt.  




GOVT. HOME SCIENCE COLLEGE, SECTOR-10, CHANDIGARH  
BOTANY DEPARTMENT PLANT RECORD AREA WISE

M.Sc. HOSTEL SIDE GROUND AREA

SR. NO.	NAME OF PLANT	QTY	REMARKS
1	Neem	18	
2.	Parkar	01	
3.	Mango	07	
4	Bill Pathar	01	
5	Shisham	02	
6	Searush	03	
7.	Simbal	05	
8.	Peepal	01	
9.	Cassia	04	
10	Aamla	02	
11	Guava	04	
12	Ashoka	04	
13	Kachnar	01	
14	Bottle Brush	03	
15	Aerokeria	01	
16	Chikoo	01	
17	Legestomia Big	01	
18	Jamun	02	
19	Safeda	07	
20	Karmi	01	
21	Jakranda	01	
22	Kaner Yellow	04	
23	Lemon	01	

Total: 75.

Total plantation = 673

Incharge  
Botany Deptt.